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ABSTRACT

The National Center for Academic Achievement and Transfer was founded in 1989 to assist low-income, Black, and Hispanic students in transferring from comprehensive public community colleges to four-year institutions. The center funds a Partnership Grant Program in which two- and four-year schools form partnerships focused on changing academic practices. The first 18 Partnership Grants were awarded in August and September of 1990, involving 38 institutions in 11 cities. The results of the collaborative efforts of the institutions are presented in this report. The first section of the report provides: (1) an overview of the project; (2) an explanation of the academic model of transfer, which calls for institutional change in teaching and learning based on faculty-led efforts; (3) a summary of the results of grant efforts in the areas of curriculum development and revision; improved transfer management; and faculty development; (4) a list of key concerns of participating colleges; and (5) recommendations for future institutional action. The second section of the report briefly outlines the location and focus of each of the individual partnership grants. The final section of the report provides a detailed description of the objectives and impact of each of the partnership projects. Appendixes provide partnership grant guidelines, a summary of recommendations of the Transfer Education Commission, partnership grant project directors, and the members of the grants review panel. (JMC)

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FACULTY AND TRANSFER: ACADEMIC PARTNERSHIPS AT WORK

JUDITH S. EATON, EDITOR

American Council on Education

National Center for Academic Achievement and Transfer

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OVERVIEW

Introduction

The National Center for Academic Achievement and Transfer was founded in 1989 to assist low-income, black, and Hispanic students in transferring from comprehensive public community colleges to four-year institutions. Funded by The Ford Foundation and sponsored by the American Council on Education, the National Transfer Center has provided approximately $2 million in grants to strengthen two- and four-year teaching practices to assist students in transferring and successfully completing baccalaureate studies.

The center funds a Partnership Grant Program in which two- and four-year schools have formed partnerships focused on changing academic practices—revising curricula, changing teaching strategies, or developing common expectations of student performance. Each Partnership Grant provides $25,000 to a two-year/four-year collaborative effort over a 15-month period.

The first Partnership Grants (Phase I) were awarded in August and September of 1990. Eighteen partnerships in 11 cities involving 38 institutions received funds. These institutions are located in major urban centers and serve large numbers of low-income, black, and Hispanic students. Grants were awarded to provide leadership in institutional change that could benefit these students.

The results of the collaborative efforts of these institutions are presented here. All had completed their grant requirements by December 1991. The National Transfer Center has followed the initial Partnership Grant Program with a second phase of Partnership Grants that began in September 1991, and has made several Special Award Partnership Grants to develop unique models of collaboration. These will be described in another publication.

The impact of the Partnership Grant Program on transfer activity is being determined through a tracking of the transfer population (defined as the student cohort of first-time college attendees who complete at least 12 credits over a four-year period and subsequently enroll in a four-year institution). This tracking will take several years and data are expected to be available by 1993.

Partnership Grant Expectations: An Academic Model

The National Transfer Center's Partnership Grants required that participating schools build a strengthened transfer relationship based upon what the National Transfer Center has called an "Academic Model" for transfer. The Academic Model calls for institutional change in teaching and learning based upon faculty-led efforts. It goes beyond traditional commitments to articulation agreements and student support activities characteristically used to aid transfer students. The Academic Model assumes that faculty are central to the success of transfer. The transfer challenge is described by what needs to be done with courses, programs, and academic expectations in order to ensure that students move on to four-year institutions and achieve the baccalaureate. The primary strategy is academic collaboration among two-year and four-year faculty at the department, discipline, and program levels in the development of curriculum content and expectations of student success. The Academic Model requires:

- primary focus on curriculum and performance expectations;
- faculty leadership;
- two-year/four-year faculty collaboration;
- administrative leadership and support for faculty-led collaborative efforts; and
- systematic tracking of the transfer student population to determine transfer effectiveness.

By the end of the grant period, the partnerships were to demonstrate that they had made progress toward establishing an Academic Model through either changes in curriculum, modified teaching practices, or more viable two-year/four-year faculty relationships in the service of improved transfer.

The Results of Partnership Grant Efforts

Partnership Grants focused primarily on curriculum revision and improved transfer management, especially through building new faculty-based relationships between sending and receiving institutions. Many grant projects involved work in both areas.

The majority of grant projects concentrated on curriculum revision. This was the result of two factors. Phase I partnerships were eligible to compete for

four Core Curriculum Grants of $200,000 each and a Partnership Grant that focused on curriculum had an advantage in this competition. Also, the Academic Model that the National Transfer Center had articulated was the basis on which the Partnership Grant Guidelines were developed. The model strongly encouraged attention to curriculum as a means to strengthen transfer. This attention could mean changing specific course content or building the generic skills students need for transfer. The latter was predicated on awareness that students require competence in reading, writing, and mathematics to succeed in any discipline or program area. This meant attention to reading, writing, and math skills that could be used in a range of courses and that were essential to students for success after transfer.

Improving transfer management and establishing strengthened faculty relationships across institutions were undertaken by a number of institutions. This generally took the form of establishing inter-institutional transfer councils or committees and arranging for regularly scheduled meetings among two-year and four-year faculty in specific program areas or disciplines. Individual institutions also began to re-examine the adequacy of internal transfer management to ensure that someone was in charge of transfer and that the communication to students and to sending or receiving institutions was effective.

The grant projects did not focus on articulation agreements between institutions at the system or the state level. Rather, these revitalized two-year/four-year faculty efforts were undertaken at the program or discipline level. Their intended result was not production of a paper confirming intent about transfer. It was collaboration in curriculum revision leading to better understanding about curriculum content and performance standards. The goal was to bring faculty together at the formative stages of decision making about curriculum and standards—where concepts and programs are developed—rather than bringing them together to hammer out agreements about course development that had already been completed at each individual institution.

Curriculum development and revision

Within the scope of curriculum revision, project directors and other project participants focused on different disciplines in order to redesign courses or develop new courses. Nine partnerships developed new curricula, which proved to be the most common partnership result. While some of the new curricula were designed for the primary purpose of ensuring compatibility of course material (e.g., English, algebra, biology), others were designed so as to incorporate information pertaining

directly to the transfer experience. One curriculum was developed in order to speed the progress of ESL students.

Five partnerships revised curricula in order to establish course equivalencies or to ease the transition process for transfer students. The New Community College of Baltimore redesigned curricula after determining which courses (particularly in English, math, and science) were required for transfer to Coppin State College; Delgado Community College biology, business, and education faculty revised curricula so that the number of courses transferable to the University of New Orleans increased by a total of 30 credit hours.

Frequently, efforts at curriculum revision led to modifications in examination practices at the participating institutions. This was particularly true of placement exams that were required of transfer students. In some cases, examination requirements were waived upon a student's successful completion of a course sequence at the community college. In one instance, when changes in the examination process had no effect on students' performance, faculty attention was redirected toward the need for further curriculum revision. Reciprocal grading arrangements were made by some faculty members, who exchanged student essays in an effort to clarify their expectations of student performance.

Improving transfer management

Three partnerships established transfer centers. Faculty counselors and financial aid advisors from some four-year institutions visited their partner two-year campuses on a regular basis in order to address potential transfer students' questions. Materials from the four-year institution, including course catalogs, admissions applications, and financial aid information, were provided to the centers. In a few instances, transfer centers were established at the four-year institutions as well as at the two-year institutions. Centers located on the four-year campuses served the primary purpose of providing support services to transfer students. Both two- and four-year transfer centers integrated the efforts of instructional and student-service professionals.

Another common project result was the creation, publication, and distribution of transfer guides and other materials that clearly identify institutional procedures, course equivalencies, and transfer requirements. Transfer guides were published by five partnerships, and they typically were made available to groups that had been targeted as potential transfer students. At some institutions, copies of the publications were distributed to faculty, counseling personnel, and advisors.

One partnership project initiated a mentor program that involved the pairing of potential transfer students with community leaders.

Faculty development: An important gain

Faculty development was the natural result of inter-institutional faculty collaboration. Innovations in the classroom were inspired by comparisons of curricula and pedagogies, by team teaching, and by teacher exchanges.

While nearly every partnership project utilized inter-institutional faculty meetings in the identification of curriculum reform areas, three projects experimented with team teaching. Three projects also implemented teacher exchanges.

Two of the partnership projects sponsored faculty development workshops. The Harry S Truman College/Loyola University Chicago partnership held two faculty development workshops (one on each campus) that focused exclusively on multicultural issues in higher education. The workshops sponsored by the Southwestern College/San Diego State University partnership focused on transfer issues.

Key Concerns Resulting from the Partnership Grant Experience

Efforts to strengthen transfer using the Academic Model in the Partnership Grant Program were not uniformly successful. Some of the projects experienced difficulties that are instructive as other institutions undertake improvement in the transfer experience.

In general, those participating in the Partnership Grant Program had four concerns:

- Transfer data collection and analysis capacity on the campus needs to be strengthened.
- Effectiveness measures to determine success of transfer efforts need to be established.
- Institutional data collection should not be hampered by state or other external system demands.
- The institution needs to realize that Academic Model efforts are intended as long-term, systemic changes in institutional functioning.

Recommendations for Future Institutional Action

Partnership Grant schools offered a number of recommendations that can strengthen the partnership commitment using the Academic Model. These recommendations derive from the actual partnership experiences or from additional consideration of issues that became significant during the grant period.

The recommendations covered a broad range of subjects—from the role of the college president to the recruitment of potential transfer students. The major recommendations were:

(1) More faculty and administrative involvement, especially from faculty leadership and senior management: college presidents and chief academic officers.

(2) Expanded mechanisms for faculty collaboration; additional forums and opportunities to participate.

Other issues of importance were related to both the institutional foundation for transfer and attention to students:

(3) Expansion of continued data collection and analysis and evaluation of institutional and student transfer success.

(4) Emphasis on student-centeredness such as involving students in decision making about curriculum requirements and providing additional support services.

Many other suggestions were offered, although not as frequently. These include:

- updating and improving materials for students;
- bringing faculty and students together;
- addressing students' financial concerns;
- institutionalizing high priority of transfer;
- building inter-institutional relationships;
- recruiting potential transfer students;
- balancing academic and student support;

- forming retention-transfer committees;
- replicating successful efforts with other schools;
- providing opportunities to meet away from the campus;
- incorporating learning-to-learn strategies for high-risk students;
- learning from mistakes; and
- persevering.

The Partnership Grant Program is impressive in that 38 institutions, using modest funds, were able to undertake a complex and demanding approach to strengthening transfer. The commitment of faculty and administrators from the grantee institutions was extraordinary. The grants confirmed the centrality of meaningful faculty dialogue about transfer in order to bring about institutional change. Their projects are exciting and provide significant models for future transfer efforts.

THE PARTNERSHIP GRANTS: LOCATION AND FOCUS

City	Partnership Institutions	Project Focus
Baltimore	New Community College of Baltimore Coppin State College	Two-year/four-year faculty collaboration in English, math, science; new approach to certifying English proficiency; program to help students initially rejected at Coppin State College.
Boston	Roxbury Community College Northeastern University	Transfer Council to develop cross-registration program and simultaneous earning of credits for 25 minority students; initiation of collaborative effort between two-year and four-year faculty to develop joint degree program.
Chicago	Olive-Harvey College Chicago State University	Strengthening of entrance examination performance of transfer students through revision of course content at Olive-Harvey College to meet English, math, and reading requirements of Chicago State University; review of courses; joint academic policy review.
Chicago	Harry S Truman College Loyola University Chicago	"Academic Bridge Program" of interdisciplinary team-taught courses for minority students, includes writing skills and study strategies components.

City	Partnership Institutions	Project Focus
Detroit	Highland Park Community College University of Detroit Mercy	Collaborative two-year/four-year faculty effort to enhance exit level competencies in math and science; examination of course content, instructional methods, and assessment; development of common course curriculum for developmental and first-level math.
El Paso	El Paso Community College University of Texas at El Paso	Revision of key English course used for transfer; emphasis on acclimating community college students to University of Texas at El Paso campus.
Houston	Houston Community Colleges University of Houston	Two-year/four-year collaboration in English, math, and history required for transfer; involves course redesign, new course development, and focus on core concepts.
Kansas City	Penn Valley Community College University of Missouri-Kansas City	Academic Transition Program for black and Hispanic students including coursework on critical thinking and transition skills; use of "mediated instruction."

City	Partnership Institutions	Project Focus
Los Angeles	Los Angeles Southwest College University of California, Los Angeles	Alternative Transfer Partnership to establish liberal arts-based transfer curriculum within the Center for Study of Urban Poverty at the University of California, Los Angeles.
Memphis	Shelby State Community College Memphis State University	Transfer Council to oversee improvement in general practices to foster transfer including scrutiny of English and the social sciences; focus on curriculum and teaching practices; establishment of liaison transfer offices.
Newark	Essex County College Rutgers University-Newark	Examination of general education curricula; collaborative two-year/four-year faculty efforts in English, history, biology, physics, and mathematics.
New Orleans	Delgado Community College University of New Orleans	Faculty teaching exchange in mathematics, English, and biology focused on 200 disadvantaged and minority students.
New York	Borough of Manhattan Community College Hunter College	Curriculum design in science and mathematics for liberal arts requirements for transfer program in childcare/early childhood education.

City	Partnership Institutions	Project Focus
New York	Kingsborough Community College City College of New York	Program for English-as-a-Second-Language students to strengthen reading, writing, listening, and speaking skills for transfer.
St. Louis	St. Louis Community College-Forest Park University of Missouri-St. Louis	Establishment of Academic Transfer Centers to link faculty efforts in teaching techniques, curriculum review and revision, and student support services.
San Antonio	San Antonio Community College The University of Texas at San Antonio	Curriculum development of core courses for new interdisciplinary studies curriculum for prospective elementary school teachers.
San Diego	Southwestern College San Diego State University	Review of transfer practices in history, philosophy, English, and Spanish leading to change in course content, teaching practices, and instructional strategies.
San Francisco/ Oakland	Laney College/Merritt College Holy Names College/ San Francisco State University	Faculty from the four institutions designing a three-credit course, Scientific Inquiry, to be team taught; use of cooperative learning strategies, mentoring, tutoring, discussion sections, and site visitations.

DESCRIPTION OF PARTNERSHIP PROJECTS

Baltimore
Boston
Chicago
Detroit
El Paso
Houston
Kansas City
Los Angeles
Memphis
Newark
New Orleans
New York
St. Louis
San Antonio
San Diego
San Francisco/Oakland

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BALTIMORE, MARYLAND

New Community College of Baltimore (NCCB) & Coppin State College (CSC)

Project Focus, the collaborative effort between NCCB and Coppin State, was designed to increase the number of students transferring from NCCB to Coppin State and to improve transfer students' academic achievement during their enrollment at the four-year institution. These objectives were to be accomplished through a number of different means. First, English, science, and mathematics faculty from both institutions were to meet together to compare existing courses and transfer practices and to develop more effective procedures for awarding credit. Second, they planned to develop a process by which students could demonstrate Coppin's required level of English proficiency while still enrolled at NCCB. NCCB also planned to develop a one-year transfer program for students rejected by Coppin State. Finally, an integrated transfer program for high-risk students (those who would not normally consider transferring to a four-year institution) would be developed.

Through the course of the grant period, the objectives were refined as the relationship between the faculties of the two institutions developed: course development; curriculum assessment and redesign; and improved general education arrangements were the focus of grant efforts.

Project Objectives

- To involve at least three faculty members from both NCCB and CSC in ongoing faculty development efforts designed to: 1) examine and assess existing courses and transfer practices; and 2) streamline, adapt, and facilitate the process of coordinating transfer between NCCB and CSC.

- To develop a process through which students could demonstrate Coppin's required level of English proficiency while still enrolled at NCCB.

- To develop collaboratively at least two fully transferable humanities courses especially designed for technology students.

- To develop an integrated transfer program for students applying to enter Coppin, but not immediately qualifying to do so, which would allow for full

transfer at the end of the freshman year (completion of 25 credits of approved coursework) taken at NCCB.

- To develop an integrated transfer program, heavy in support services, within an academic framework, for a group of students who would normally not aspire to transfer into a four-year institution (such as GED completers, black males, etc.).

Revitalizing faculty relationships

In order to renew the relationships between faculty members at NCCB and Coppin State, the institutions held three group meetings that involved faculty members from both institutions. Some faculty members were already acquainted through professional organizations or inter-campus activities, and this familiarity aided the implementation of the program. Participants discussed program procedures, progress toward meeting program objectives, students' progress, and activities that would enhance the dialogue between the college faculties. Six Project Focus faculty members (three from each institution) also met with all of the project participants on an individual basis to review the status of articulation agreements within their disciplines; to compare the content of courses that might require new or revised articulation agreements; and to share new teaching techniques developed to aid students' progress.

As a result of collaboration at these meetings, articulation agreements for six courses were revised (one in English, four in mathematics, and one in physical science) and a new transfer process was implemented in fall 1991.

Course development

Before courses could be developed, Project Focus participants needed to identify which courses were most in need of review. Faculty members from both institutions determined that much of the material covered in NCCB's introductory English course was also covered in one of CSC's introductory English courses. In order to eliminate the duplication, the project's English department faculty members revised the NCCB introductory English course. Now, NCCB students who successfully complete both of NCCB's introductory English courses are exempted from Coppin's English Proficiency Examination.

Curriculum assessment and redesign

Redesigning the curriculum began with the clarification of which courses (particularly in English, mathematics, and science) would be required for transfer to Coppin. Members of the English, social science, and science faculties at both institutions also developed new humanities courses. This led to an articulation

agreement whereby the revised courses would be counted as fulfilling Coppin's General Education Humanities requirement.

Project participants expressed concern about three areas, including the English Proficiency Examination, the new humanities courses, and orientation. New agreements covering the first two items addressed most concerns, and problems with orientation were solved by the establishment of a requirement that Project Focus students enroll in a course specifically designed to address orientation of the student not only to NCCB, but also to Coppin State.

Aiding student success

Seventeen NCCB and Coppin State faculty and staff members volunteered to mentor Project Focus students. A mentoring training workshop was held at the beginning of the project in order to prepare the volunteers. Led by a trained professional, the workshop provided participants with valuable information through films, articles, and a mentoring handbook. Project Focus also held three social events for mentors and their mentees. Mentors monitored their students' academic progress during the semester and helped address students' specific concerns.

Impact

Project Focus has provided NCCB and CSC with the means to communicate and develop change at both the academic discipline level and the administrative level. This is primarily the result of communication between faculty and administrators at the two institutions. The commitment to increase the transfer rate and to increase the number of transfer students earning their baccalaureate is strong and will grow as NCCB and CSC continue to discuss ways to further facilitate the participation and success of future Project Focus students.

Project leaders indicated that much of the success of Project Focus was a result of the cooperation of the administrative, counseling, and advisement staffs of both participating institutions. Many of those who contributed to the project's success were not directly involved in the grant project. Thus, it may be important for institutions to "sell" their objectives. Without the support of key personnel, institutional change will remain an impossibility.

Project leaders suggested that it is also important to enlist the support of students. Unless students' progress remains the primary objective, efforts at institutional change will be futile. The support of the students—support that came from the realization that their progress was the reason change was being sought—was an important component.

Project Recommendations

- Clarify early on how academic policies and procedures affect—and will affect—students.

- Establish regular meetings of faculty from both institutions, by discipline, to discuss articulation agreements and the need for curriculum redesign.

- Develop partnerships that balance course development and support services in order to ensure both academic and personal development among students.

BOSTON, MASSACHUSETTS

Roxbury Community College (RCC) & Northeastern University (NU)

Roxbury Community College and Northeastern University established a transfer partnership program to enable minority students from RCC to cross register at Northeastern in order to facilitate smooth transfer to the university upon completion of their associate degrees. A number of intermediary goals were established in order to ensure the effectiveness of the cross-registration program.

Project Objectives

- To establish a Transfer Council that:

  will establish the policies to be followed by both institutions in implementing the program;

  will ensure the effective management of the partnership through its supervision of the program coordinator;

  will facilitate any meetings or dialogue necessary to carry out administrative changes related to the cross-registration program; and

  will, working in collaboration with the academic leadership of both institutions, encourage faculty to explore innovative teaching practices and technologies.

- To initiate the cross-registration/joint degree program.

- To achieve a 75 percent transfer rate from among those students participating in cross registration.

- To ensure that the academic counseling/support systems at the College and the University, which are integral to the success of the cross-registration and transfer program, are focused very specifically on students participating in the program.

- To fully document the program for purposes of evaluation and as a basis for planning the next phase of the partnership.

Establishing the Transfer Council

Convinced of the need for a formal structure to govern and manage the transfer partnership, project directors established a Transfer Council. The council was responsible for establishing the policies to be followed by both institutions in implementing the transfer program and was given specific authority by the presidents of both participating institutions to develop policies necessary for the success of the program. Other responsibilities of the council were to supervise the program coordinator; to facilitate meetings necessary for carrying out administrative changes related to the cross-registration program; to review data on transfer students and recommend curricular changes that would enhance the academic preparedness and success of transfer students; and, in collaboration with academic leaders at both institutions, to encourage faculty members to explore innovative teaching practices and technologies.

Initiating the cross-registration/joint degree program

Other cross-registration programs in which RCC has been involved have demonstrated that such programs are effective at improving transfer rates and transfer students' academic success; they have the added benefit of reducing "transfer shock."

Twenty-five RCC students were identified as eligible to cross register for courses during the 15 months of the project. All Northeastern tuition and fees were waived by the university. Each of the courses taken at the university was credited toward RCC's associate degree requirements and NU's baccalaureate degree requirements.

The Transfer Council convened key administrators to ensure that the registrar, admissions, and financial aid offices of both institutions coordinated their activities. Bureaucratic policies and procedures can prove to be insurmountable obstacles to transfer, and each administrative office had to be "sold on" and involved in the cross-registration effort.

Increasing the transfer rate

The fundamental purpose of the cross-registration effort was to provide students with positive academic experiences that would enhance the likelihood of their transfer to NU. However, there are many factors aside from academic success that influence students' decisions to pursue or not to pursue a baccalaureate degree. Personal and financial barriers can be completely unrelated to academic success and the desire to obtain a four-year degree. This is particularly true for minority students.

Both RCC and NU committed themselves to providing financial aid packages to each student who cross registered and then transferred. To the fullest extent possible, scholarships were provided; loans and work-study were the other forms of available financial aid.

Focusing academic support systems on cross-registered students

Both the transfer project coordinator and the Transfer Council were charged with ensuring that the academic counseling and support systems at both institutions were focused specifically on students participating in the cross-registration program. This was made a priority because program administrators believed that support services were crucial to the success of the cross-registration and transfer program.

To facilitate the coordination of efforts by support staff, program administrators relied on faculty to refer students to appropriate tutorial and counseling services. Students were required to attend orientation and progress meetings during each academic term, and they were monitored closely by faculty and staff.

Impact

As a result of the Transfer Council's encouragement, a number of faculty have been actively involved in exploring new methods and techniques for enhancing the success rate of transfer students. This has helped raise faculty awareness of the priority of not only improving transfer students' success, but also increasing the number of students who choose to transfer.

The degree of cooperation between the program coordinator at RCC and the admissions/registrar's office at NU contributed immensely to the success of the cross-registration program. Staff members at both institutions willingly provided advice and thereby facilitated the registration of RCC students in NU courses.

Faculty dialogue and cooperation were critical to the success of the cross-registration program. Their willingness to monitor student progress and to direct students to appropriate support services testified to their commitment to helping minority transfer students succeed. A number of faculty members from both RCC and NU are currently designing core curricula that will further enhance students' chances of successful transfer to NU. The administration, staff, and faculty of both RCC and NU remain committed to continuing the cross-registration partnership program.

Finally, it is noteworthy that the transfer rate for the coming school year is expected to stand at 92 percent, far beyond the 75 percent set as the cross-registration project goal.

Project Recommendations

- Establish an oversight mechanism that carries with it the authority of both institutions' chief academic officers.

- Oversee and coordinate the efforts of administrative offices that will be involved in the transfer project (e.g., the registrar's/admissions office, the financial aid office, student support services and academic advising offices, etc.).

- Encourage faculty members to work independently at identifying barriers to transfer that can be readily removed.

CHICAGO, ILLINOIS

Olive-Harvey College (OHC) & Chicago State University (CSU)

The Olive-Harvey College/Chicago State University Partnership Grant Project was initiated to improve transfer success by coordinating the contents of Olive-Harvey course offerings with those of entrance examinations at CSU; to strengthen developmental courses at Olive-Harvey College; to develop plans for inter-institutional pre-college and core curriculum and academic practices between CSU and Olive-Harvey College; and to coordinate this partnership grant with other efforts at Olive-Harvey and CSU already underway to increase the rate and success of transfer students.

Project Objectives

- To improve transfer success by coordinating contents of course offerings at Olive-Harvey College with those of entrance examinations for transfer students at Chicago State University.
- To strengthen developmental courses at Olive-Harvey College, in view of requirements for baccalaureate/transfer level courses.
- To develop plans for inter-institutional pre-college and core curriculum and academic practices between Olive-Harvey and Chicago State University.
- To coordinate efforts between this Partnership Grant Program and other efforts at Olive-Harvey College and CSU to increase the rate and success of transfer students.

Coordinating course content with proficiency examinations

CSU required all transfer students to take proficiency exams in English, math, and reading. Students who failed a proficiency exam were required to enroll in a developmental class until they passed the exam. Until the exam was passed, previously earned credits were held "in escrow." Previously earned credits would be accepted by CSU only after each test had been passed. In an attempt to determine the usefulness of the proficiency exams, Olive-Harvey and CSU faculty met

to analyze the skills assessed by the tests and to determine which components of OHC course syllabi would require modification to ensure that students acquired the necessary skills.

Data were collected on the performance of OHC transfer students on the competency examinations demanded of CSU students. Approximately 66 percent of Olive-Harvey College transfer students passed the exams. English department faculty members from both institutions began a reciprocal grading procedure, which led to an emphasis on standard grading procedures and the exchange of guidelines to facilitate this process.

Strengthening developmental courses

OHC's developmental courses were instituted to help students who did not perform well on assessment tests in reading, English, or math. The courses were fairly unstructured, particularly in comparison to "regular" courses, which students are required to take in order to round out their academic experience. Consequently, steps were taken to provide some structure to the developmental courses offered by Olive-Harvey College.

First, current offerings and results were analyzed and the strengths and weaknesses of the program were identified. Next, a sequence of courses was designed for inclusion in a program of integrated studies, through which students would acquire the necessary skills for "regular" courses through the study of specific academic subjects. Faculty members from both institutions collaborated to conceptualize the courses and prepare syllabi. A pilot course was scheduled for fall 1992, and plans are in place to develop exit tests for the developmental program.

Developing plans for inter-institutional pre-college and core curriculum and academic practices

Meetings between the faculties of both institutions were held on an *ad hoc* periodic basis. While some meetings were interdepartmental, others involved faculty members from only one academic department. Plans are in place to continue inter-institutional departmental meetings through the coming year in order to further discuss the plausibility of inter-institutional pre-college and core curricula and common academic practices.

Coordinating efforts to increase the rate of transfer and the academic success of transfer students

Because the success of transfer students is often influenced by the familiarity of such students with the university environment, Olive-Harvey worked to develop a new course, to be offered at both Olive-Harvey and Chicago State, that will

orient students to higher education "protocols," available resources, and study habits. It is hoped that the course will help make new students feel at home on the university campus. The concept has been defined, and faculty from both institutions are collaborating to create a syllabus. A pilot course will be offered in the coming academic year.

A student tracking system is being developed to follow students (both individually and by cohort) from pre-college to baccalaureate completion. Once the system is in place, it will increase the amount of information available to transferring students and will provide college and university personnel with on-line information on students' progress.

Impact

Although much work still needs to be done, members of both institutions are pleased that the CSU proficiency exams are much better understood and that articulation has improved. Additionally, ongoing relationships have been established between the faculties at the institutions. These relationships will continue to serve as the basis for curriculum revision and other cooperative efforts for improving transfer between the institutions. A new Office of Community College Relations has also been established at Chicago State University, and this office should be of great assistance not only to transfer students seeking support in the university environment, but also to counselors and administrators at two-year institutions.

While articulation efforts between the two institutions had taken place in the past, they met with only limited success. Because many faculty from the institutions knew one another through previous collaborative efforts, interactions were not only cordial and professional, they also involved detailed discussions.

Project Recommendations

- Identify the institution to which (or from which) most students at the two-year institution transfer; build a relationship with that institution.

- Coordinate programs and curricula at both institutions. This will enable individuals to share skills, pedagogies, and assessment instruments.

- Provide a forum for ongoing relationships between faculty and administrators involved in enhancing the transfer process.

CHICAGO, ILLINOIS

Harry S Truman College & Loyola University Chicago

Harry S Truman College and Loyola University Chicago established a partnership to increase the number of disadvantaged and minority students transferring to Loyola. "The Academic Bridge Program," a specific objective of the partnership, had three major components: to establish an interdisciplinary course that would be team taught by one Loyola and one Truman faculty member; a study strategies component that would utilize a study skills inventory, supplemental instructional sessions, and in-class presentations; and faculty development workshops.

Project Objectives

- To increase the transfer rate of capable minority and disadvantaged students at Truman College to Loyola University Chicago and to other four-year institutions.

- To increase the likelihood of Truman College students' pursuing a baccalaureate degree.

- To identify academic and/or administrative barriers that inhibit the transfer of students to Loyola and other four-year institutions.

- To provide a foundation for further collaborative efforts between Loyola and the City Colleges such as an inter-institutional liberal arts core curriculum and other programs to facilitate the transition of students from two- to four-year institutions.

"Science and Society"

An interdisciplinary credit-bearing course, "Science and Society," was developed and team taught by two faculty members (one from each institution). The course was taught at Loyola, and Truman students who participated received three credits. These credits were transferable to Loyola and met Loyola's social science core requirement. The course did not address transfer issues directly, but it

provided students with the chance to experience the university environment first-hand and to develop the confidence necessary to perform successfully in that environment. Nineteen Truman students enrolled in the course, and 14 successfully completed it.

The students who took the Science and Society course at Loyola were encouraged to take advantage of the campus and its facilities. They were given identification cards that allowed them access to the library, and the division of student affairs arranged for them to have access to the sports and recreation center.

Study strategies

The first study strategies component incorporated into the interdisciplinary course was a study skills inventory that was administered at the beginning of the semester. Students felt the personalized inventory was at least partially accurate, but the majority of them did not follow the goal sheets that had been developed for them.

A supplemental instruction component was attached to the course to assist students with study strategies specific to the course content. A studies strategies expert supervised a graduate student who conducted regular out-of-class sessions in order to help students learn study skills and apply them to the course assignments. Attendance at the supplemental sessions was low, but students who did attend indicated that the sessions were useful.

The final component of the study skills segment involved in-class presentations of study skills strategies by the study strategies expert.

Faculty development

Two faculty development workshops on multicultural issues in higher education were presented by nationally known speakers. One workshop was held on each campus, and faculty from both institutions attended both workshops. The workshop held at Loyola consisted primarily of a presentation of information on multicultural issues and a model for addressing them. Many participants were dissatisfied with the lack of group discussion at this workshop, and faculty members in particular felt that the information was of little practical use.

The workshop presented on the Truman College campus was much different from that offered at Loyola. The combination of environmental factors (the workshop was held in a room where participants were close to the speaker) and content factors (curricular issues were addressed) facilitated speaker-participant interaction, and participants probed the speaker for specific applications and strategies.

Impact

Though the Academic Bridge Program appeared to be successful in terms of introducing Truman students to the university environment, the suggestion was made that Loyola students also be encouraged to enroll in the course. The presence of university students in the class should further persuade potential transfer students of their chances of success.

The inter-institutional faculty dialogues were an important part of the partnership project. Faculty realized that they shared common educational aspirations for their students. Faculty members also found that they were able to share information and better appreciate the life experiences common to students from both schools. Finally, it became apparent that the faculty members who team taught the Science and Society course disagreed about how accommodating faculty should be in responding to students' individual circumstances.

Administrative support for the Academic Bridge Program was solid. Administrators from both participating institutions were active members of the steering committee. That committee obtained approval to offer the Science and Society course as a Truman course, and the participation of administrators from both institutions on the committee facilitated the process.

Establishing a mechanism for collecting longitudinal data proved to be difficult. Neither institution collected data in a way that was compatible with the data requirements of the grant project; data that were available were incomplete; and institutional definitions of "transfer student" differed.

Enthusiasm for the second phase of the grant project, which calls for large-scale revision of core curricula at both institutions, was not forthcoming. Loyola recently completed a thorough self-study that resulted in extensive revision of its core curricula. Moreover, detailed articulation agreements concerning core equivalencies were already in place. Thus, the Loyola administration was not receptive to the proposal of further substantive curricular changes.

Loyola University Chicago and Harry S Truman College had articulation agreements in place prior to the start of the Academic Bridge Program, but the initiation of the project sent a signal to the academic communities at both institutions that facilitating the transfer of students remains a high priority.

Project Recommendations

- Address students' financial concerns as they relate to transfer and provide them with specific information and financing options in writing.

- Establish a forum in which faculty from both institutions can interact on a regular basis.

- Obtain administrative support from the highest possible level, and encourage administrators' active participation in planning and implementation processes.

- Establish a mechanism for ongoing evaluation of joint projects.

DETROIT, MICHIGAN

Highland Park Community College (HPCC) & University of Detroit Mercy (UDM)

The purpose of the Highland Park/University of Detroit Mercy partnership was to create, through inter-institutional faculty efforts and faculty exchanges, the opportunity to compare course content, to develop "joint core" classes, and to clearly establish coursework competencies and objectives for the transfer student population. Efforts focused on basic math and science skills by emphasizing faculty collaboration on assessment, course content, and instructional methods. The partnership also planned to address the performance expectations of transfer students before their departure from the community college and to improve their likelihood of success at the four-year institution.

Project Objective

- To develop and/or improve the areas of assessment testing and research, mathematics and chemistry curriculum, shared pedagogy in these disciplines, and coordination of exit-entry proficiencies.

Collaborating on assessment, course content, and instructional methods

The primary component of the HPCC/UDM Partnership Project was the collaboration between the mathematics faculty and administration at the two participating institutions. Participants met at the outset of the project to examine assessment and proficiency tests, student performance, course content, and teaching methodology in order to identify modifications that would enhance transfer students' chances of succeeding at the university.

After determining common student weaknesses and strengths, participants focused many of their early meetings on the teaching styles and the math curricula at each institution. They compared course design, learning outcomes, and testing practices used by participating instructors.

The two-term teacher exchange was an integral component of the project. Scheduling priorities meant that the instructors who participated in the exchange taught two different entry-level courses (rather than the same course twice). This turned out to be beneficial, since the instructors discovered similarities in math courses other than those on which they previously had focused. Also, one instruc-

tor developed a series of videotapes to be used as study aids by students in one of the math courses. The videotapes remain available for student use in the Learning Resource Center at HPCC.

Administrative support for the project was provided by the director of liberal arts and sciences at HPCC and the director of institutional grants at UDM. These directors were responsible for communicating the progress of project activities to the appropriate deans and vice presidents and to the presidents of the participating institutions.

Two follow-up activities have been planned for the project. First, project participants are planning to make two presentations, one to faculty and one to admissions personnel; each presentation will summarize the project activities and will highlight appropriate recommendations.

Project participants would also like to initiate an annual meeting that would provide an opportunity for inter-institutional discussion of transfer issues, articulation agreements, data collection, and other developments related to transfer. Admissions personnel, counselors, registrars, academic leaders, institutional data staff, and faculty from local two- and four-year colleges would be invited to participate.

Impact

The inter-institutional faculty dialogues that took place generated results that fell beyond the scope of the grant project. The individuals who were involved felt strongly that a relationship of trust had developed and that many of the recommended and actual adjustments in course objectives, policies, and procedures were attributable to that relationship. Through regular meetings and conversations, the participants developed mutual respect for one another, they established a comfortable working relationship, and they gained a greater understanding and appreciation of each institution's commitment to ensuring student success.

Participation in the Partnership Grant Program fostered inter-institutional collaboration, which proved to be vital to increasing transfer rates and to better preparing transfer students for success at four-year institutions. The administrative support for the project contributed to its success and participants felt that the direct involvement of administrators from both institutions would have added an important dimension to the project. Even greater involvement of top-level academic leadership would help maximize the impact of the partnership project and ensure its continuation.

Establishing a mechanism for longitudinal data collection was one of the biggest difficulties of the project. While participants clearly saw the value in

having access to this information, obtaining the data proved troublesome and time consuming. As the Partnership Grant continued, participants discussed the kind of information that would be most helpful to both institutions in working with transfer students, and also discussed the best way to secure that information.

At HPCC, the commitment to transfer has not changed significantly; the institution has always kept transfer at the forefront of its mission. What has changed, however, is administrators' conceptions of how the transfer process can best be facilitated, both in terms of course/program articulation and in terms of the role of the four-year institution. UDM has recognized that it relies increasingly on transfer students to maintain enrollment levels. In light of that, the institution has begun to implement different recruitment strategies in order to encourage community college students to transfer and obtain a baccalaureate degree.

Project Recommendations

- Encourage faculty to discuss pedagogy, student expectations, and course content, and to identify ways in which they can support students during and after the transfer process.

- Provide a clear statement of institutional commitment to transfer that is reinforced by the direct involvement of top administrators.

- Develop mechanisms for data collection by identifying potential transfer students early in their academic career at the two-year institution, by tracking their progress when they transfer, and by maintaining personal contact with them after they transfer.

EL PASO, TEXAS

El Paso Community College (EPCC) & University of Texas at El Paso (UTEP)

The El Paso Community College/University of Texas at El Paso Partnership Grant Program was intended to increase the number of minority students transferring from EPCC to UTEP and to improve the likelihood of academic success for these students. The project focused on collaborative curriculum development for an English course and on eliminating psychological barriers to transfer and subsequent academic success.

Project Objective

- To increase the number of minority students transferring from the El Paso Community College to the University of Texas at El Paso and to increase the likelihood for academic success of these students after they transfer by:

  Developing collaborative curriculum in a discipline of the liberal arts critical to the future academic success of students in a four-year setting.

  Piloting activities designed to break the psychological barriers students encounter when they consider transferring to the university.

Curriculum reform

Both EPCC and UTEP offer a course in Research and Critical Writing (ENGL 3112) that has been identified as essential to students' academic success at the four-year institution. During the first fall of the grant, project staff reviewed the teaching of this course on both campuses. Although the instructors emphasized the same reasoning and writing skills, they discovered that there were significant differences in the way the course was taught. They gathered successful student assignments and shared them with ENGL 3112 faculty at both institutions. During the following spring semester, two consultants observed the course as it was being taught at both institutions and offered some valuable suggestions. As a result of one of the consultant's visits, a meeting was held for EPCC and UTEP English faculty; this marked the first time faculty from both institutions met as a group. This meeting was followed by a joint session in which faculty shared information about how the course was taught at each institution. Syllabi were exchanged, and

UTEP faculty distributed their Freshman Composition Handbook to EPCC faculty.

Limited progress has been made to date, neither institution has revised its ENGL 3112 syllabus: and the differences that existed at the beginning of the project—particularly the inclusion of literature in the EPCC curriculum—continue to exist. Nonetheless, faculty do agree that both curricula emphasize the same skills and that this work will continue.

Removing psychological barriers

Activities addressing the elimination of psychological barriers to transfer were highly successful. Students enrolled in pilot sections of ENGL 3112 were brought to UTEP for a library tour and were given information about the university. They received library cards and were encouraged to consult a reference librarian assigned to work exclusively with EPCC students. As a result, EPCC students used the UTEP library, met UTEP faculty and students, and felt welcome on the university campus.

University life was discussed during class time in the EPCC pilot sections of ENGL 3112, and UTEP staff and students visited the sections to provide information on admission requirements, course transfer, financial aid, university support services, and student life on campus.

Finally, copies of the EPCC/UTEP Transfer Guide, which provides information on the transferability of EPCC courses to UTEP degree programs, were distributed to students in the pilot sections of the English course.

Impact

The most notable result of the EPCC/UTEP transfer effort has been the emergence of a substantial dialogue between English department faculty at the two institutions. Prior to the initiation of the partnership, UTEP faculty had little knowledge of how English courses were taught at EPCC or of the capabilities of community college students. The dialogue between faculty members has significantly increased their knowledge and will help UTEP faculty develop realistic expectations of transfer students from EPCC.

It is hoped that recognition of the need for faculty collaboration will extend to other disciplines—particularly in the liberal arts—as faculty at both institutions design a core curriculum. Science faculty have already indicated an interest in cooperating on curriculum development.

Barriers to transfer remain, despite the joint commitment of administrators and faculty from EPCC and UTEP. Many EPCC students remain unfamiliar with

and fearful of the university environment. EPCC counselors do not know enough about the university or its requirements to help students plan schedules that will maximize transferability. Perhaps most significantly, faculty from the two institutions do not know each other. This lack of familiarity precludes dialogue that can be invaluable in the redesign of curricula and the formation of articulation agreements for courses and programs.

The success of the library program has led to the identification of a number of activities that may further reduce psychological barriers to transfer. Among these are the sharing of university science and computer labs, the sharing of counselors, and the creation of faculty exchanges. EPCC and UTEP would also like to sponsor workshops to better acquaint community college counselors with the university's academic programs and support services. It was also suggested that EPCC develop transfer packages that would provide information on the transferability of courses to other universities that EPCC students would be likely to attend (e.g., New Mexico State University, Texas Tech, and the University of Texas at Austin).

Project Recommendations

- Develop activities that will bring together university and community college faculty and students.

- Share resources that will enable community college students to feel more welcome on the university campus.

HOUSTON, TEXAS

Houston Community Colleges (HCC) & University of Houston (UH)

Houston Community Colleges and the University of Houston sought to redesign required courses in history, English, and mathematics.

Project Objectives

- To establish curriculum teams and transfer partnership task forces.
- To establish curriculum team training.
- To plan and implement pilot projects.
- To build models for future collaboration.
- To publish and disseminate results.

Redesigning curricula and building faculty collaboration

The Transfer Partnership Program was inaugurated in the fall of 1990 with a three-day workshop that emphasized the program's goals. The first goal was the building of relationships among curriculum teams that were composed of four members per discipline, two from each institution. The second goal was to analyze appropriate objectives for the different disciplines involved in the workshop. This was to be accomplished by using the *Course Goals Inventory* used by the Berkeley Project. The third goal was participation in intensive training sessions on how to implement classroom research.

Curriculum teams were established for three areas: English, math, and history. Following training, the curriculum teams met on a monthly basis to develop goals toward which they planned to work, to prepare instruction based on those goals, and to decide on classroom research techniques that could be used to assess their effectiveness. The research techniques used included goal setting, knowledge probes, and one-minute papers.

In its monthly meetings, the English team focused on freshman English courses and compared the writing assignments given at the two institutions. The

math team focused on college algebra and the ability of students to analyze algebraic expressions. The history team focused on the first half of the United States survey courses. Students at both schools were given the same assignments and identical exams. All team members from all disciplines were asked to keep a journal of their classroom activities and observations.

A Joint Transfer Partnership Task Force was appointed to provide administrative support to the curriculum teams. The task force included all curriculum team members, the instructional deans for each curriculum area, and the admissions officers from both institutions. It was intended to serve as a forum in which curriculum teams could share problems and monitor progress and also as one in which participants could identify and discuss administrative or institutional barriers to transfer.

Impact

In the spring semester of 1991, the three discipline teams implemented the teaching methods and curricula they had discussed during the fall semester.

The most revealing assessment project for the English team was HCC's participation in the UH exit exam process. Students were given one hour to compose an essay. The results of the test indicated that there may have been a correlation between the test results and the manner in which the composition classes were taught. Members of the English team were surprised to find that they had been using different curricula, even though they were teaching the same course.

History team members compared the grade point averages (GPAs) and grade distributions of the two HCC classes involved in the pilot project with those of regular history classes. One instructor's pilot history class had a lower withdrawal rate and a lower average GPA than the other four classes. Another instructor's pilot class had both a higher average GPA and a higher withdrawal rate.

Having scrutinized the college algebra classes at both HCC and UH, the math curriculum team revised the HCC algebra course to include fewer topics. Math faculty also implemented the assessment technique of "documented problem solution," which they described as being "worthy of further investigation." In the future, representatives from both institutions will attend textbook selection meetings.

Each participant in the disciplinary teams stressed the importance of the faculty ownership of curriculum change. By being "in charge" of modifications—identifying problem areas, brainstorming for solutions, and implementing

change—faculty did not feel threatened, as they might have had administrators dictated the change.

The transfer project was also characterized by a sense of singularity of purpose. Although faculty worked on discipline-specific teams, the monthly interdisciplinary meetings reminded them of their collective goal: reduction of the barriers to transfer in order to increase the number and academic success of transfer students.

Scheduling proved to be the greatest problem for project administrators. Rarely were all players in attendance at one meeting. However, it is worth noting that scheduling only *appeared* to be the problem. Many UH faculty members were reluctant to fully cooperate with the goals of the grant, so scheduling "conflicts" may have provided a convenient excuse not to attend a meeting or two.

Project directors also identified hesitance on the part of some of the four-year faculty to consider the two-year faculty as colleagues. By the end of the grant period, most faculty members felt that the repeated interactions with faculty from the other institution had led to an increased sense of collegiality and respect.

Finally, another problem encountered by project participants was the lack of direct, measurable goals. This proved to be a particular problem for members of the math team, who were particularly accustomed to being able to quantify results.

Project Recommendations

- Devise a procedure for measuring the success of individual projects.
- Include more department members in project discussions and activities.
- Enlist the support and encourage the involvement of more administrators in project discussions and workshops.

KANSAS CITY, MISSOURI

Penn Valley Community College (PVCC) & University of Missouri–Kansas City (UMKC)

The University of Missouri-Kansas City and Penn Valley Community College jointly conducted the Academic Transition Program (ATP), which sought to discover and address academic factors that impede the successful transfer of minority students to four-year institutions.

Project Objectives

- To increase the rate of completion and transfer of Penn Valley minority students through an enriched academic program and mentor system.
- To increase the participating students' realistic self-appraisal and accurate expectations of the university.
- To increase participating students' awareness of the role of the baccalaureate in long-range career goals.
- To reduce the barriers to successful transition for students from the community college to the university.

Establishing a pilot program

The ATP proposal focused on Penn Valley minority students who were within 30 credits of completing an associate degree and who indicated an interest in transferring to a four-year institution. Students were easily identified, but recruiting them to participate in the program proved to be difficult. From a pool of more than 100 students who met the initial criteria, 15 were recruited for ATP. Ten students successfully completed both ATP courses, and eight are now enrolled at UMKC; the other two should be able to enroll at UMKC in fall 1992.

Designing, developing, and implementing the courses related to ATP were joint efforts. At the outset of the project, ATP team members were identified by the project director. Two faculty members from each institution were selected, along with a retention counselor. In conjunction with the project director and a foundation/alumni director, the ATP team developed an activities plan for project

members; the project director and foundation/alumni director also identified participating community groups and student partners (12 community mentors were selected on the basis of students' identified career goals).

In the fall, the 15 Penn Valley students recruited for ATP enrolled in "College Survival," a new course which was designed to address basic skill deficiencies, communication skill deficiencies, academic planning concerns, math skill deficiencies, career planning, and lecture preparedness. A new teaching methodology, Mediated Instruction (MI), was used in the course. Videotaped sample university lectures in science, social science, and humanities were shown, and students were encouraged to practice listening, note taking, questioning, and making applications to everyday life. Twelve ATP students successfully completed the course.

An existing course offered at PVCC was modified and offered at UMKC in the spring semester. The course, "Introduction to the Liberal Arts," was offered at UMKC as "College Transition" and was intended to relieve some of the anxiety students felt upon their arrival at the UMKC campus. The course expanded on the activities of the fall course, "College Survival," by bringing the ATP students into direct contact with registration procedures, computerized library resources, academic support services, the fitness center, and with faculty in their proposed major disciplines. The students were also introduced to peer collaborative learning activities and they continued to prepare for university lecture methods through Mediated Instruction.

On three occasions, ATP students were introduced to UMKC through interaction with university faculty, staff, and students. ATP students also met with their community mentors on three occasions to discuss their role in the community.

Impact

Throughout the duration of the project, community college faculty in reading, humanities, math, and the social sciences were involved to varying degrees with university faculty in reading, composition, and physical sciences. Academic support staff from both institutions cooperated to strengthen the basic skills and academic planning behaviors of ATP students. Student support personnel in advising, counseling, financial aid, and admissions met with ATP students, as did administrators from both institutions. These efforts solidified working relationships, promoted systematic follow-up, opened discussions of community college students' performance on the university's Written English Proficiency Test, produced a proposal to incorporate university admissions personnel in the com-

munity college's orientation and retention activities, and generated objectives in the institutional planning process at Penn Valley.

An important lesson was that even though ATP's primary focus was on equipping students with the academic skills needed for successful completion of a baccalaureate degree, the two ATP courses required strong support from areas traditionally associated with student services. An increasing number of today's community college students will require not only enhanced academic skills, but also support rendered by counselors, academic advisors, and financial aid officers if they are to transfer to a four-year institution and successfully complete a baccalaureate degree.

Project Recommendations

- Encourage the formation of a retention-transfer committee, made up of faculty and support personnel from both institutions, to oversee the initial orientation of community college students as well as "transition-orientation" for those who complete their associate's degree and wish to complete a baccalaureate degree.

- Recruit and orient potential transfer students prior to their enrollment at the community college.

- Incorporate learning-to-learn components in high-risk courses throughout community college students' academic careers.

LOS ANGELES, CALIFORNIA

Los Angeles Southwest College (LASC) & University of California at Los Angeles (UCLA)

The LASC/UCLA Urban Alternative Transfer Partnership was originally established to accomplish three goals: establishment of a transfer program in the liberal arts that would be based on urban studies issues at LASC; establishment of a partnership between LASC and UCLA students to encourage nontraditional minority students to aspire toward a baccalaureate degree; and establishment of a link between the worlds of education and work through field study experiences that would continue following students' transfer to UCLA. However, these objectives were revised during the course of the grant period as participants learned more about their institutions and their student populations. Revised goals included increased collaboration between faculty from the participating institutions, curriculum reform and redesign, and an increase in the number of students transferring from LASC to UCLA.

Initial Project Objectives

- To establish a nucleus of a transfer program in the liberal arts based on issues of urban studies at LASC.

- To establish a partnership between LASC and UCLA students to encourage nontraditional students, who comprise the majority population at LASC, to aspire toward a baccalaureate degree by providing a sheltered transfer experience and graduate entrance into the university community.

- To establish a link between education and work through field study to improve retention toward the baccalaureate degree by building on past life experiences and formulating new goals.

Faculty collaboration

Faculty collaboration was a prerequisite to achieving any of the other goals identified by the Partnership leaders, and it may have been the most challenging goal of all. For several years, there had been strained relations among personnel (including faculty members) at LASC and UCLA. At the time the original transfer

proposal was written, LASC was unable to identify any transfers to UCLA, and no transfer records had been kept prior to that time.

A number of meetings were held between LASC and UCLA staff before faculty members from both institutions met and determined that collaboration could be valuable. Many UCLA faculty have since realized that a number of present-day students have learning deficiencies that existing teaching skills and methods do not address. The community college faculty members are often better equipped for reaching these individuals and can therefore be of special help to faculty members from the four-year institution. Collaboration proved to be essential with regard to curriculum development and teaching techniques, and LASC and UCLA plan to continue the dialogue they have established.

Curriculum revision and reform

Curriculum reform for the project took place within the urban studies program. LASC professors in anthropology, English, history, and psychology collaborated with personnel at the UCLA Center for the Study of Urban Poverty on this project, with the result that course outlines for certain LASC classes were revised to include units related to urban studies. Additions included readings, writing assignments, and lectures on urban studies topics.

It is worth noting that the inclusion of urban studies in the curriculum is partly due to the location and demographics of LASC. Located in South Central Los Angeles, which has been designated economically depressed, the college serves a population that is 60 percent black and 40 percent Hispanic. The inclusion of urban studies components in the curriculum should help students develop skills they can utilize prior to their graduation. It is hoped that this exposure will inspire students to continue beyond the community college to obtain their baccalaureate degree.

Improving the transfer rate

In 1989-90, when the transfer proposal was written, LASC was unable to identify any transfers to UCLA. As of June 1991, LASC had identified nine transfer applicants, with seven transfers to UCLA completed. While the total number of transfers from LASC to the entire University of California system was only two in 1989-90, the number had risen to 28 by 1990-91. Some of the increase in the number of student transfers is attributed to LASC's identification of 35 students who indicated plans to transfer to UCLA. These students were offered block scheduling of selected transfer courses as well as support services.

Impact

Relationships between faculty members at LASC and UCLA improved as a result of grant activity. There was additional understanding of the need for—and an increased commitment to—inter-institutional faculty collaboration. The enthusiasm of faculty members involved in the curriculum redesign has piqued the interest of faculty members in other disciplines. And the commitment of the administration, illustrated by the incorporation of the transfer effort into the college's goals, has resulted in a change in attitude.

The achievement of some project goals was hindered because of high turnover in the administrative offices at LASC. Three individuals held the position of vice president of academic affairs during the grant period.

Project Recommendations

- Use a team approach that includes counselors, admissions/records directors, faculty, and administrators from both institutions in order to ensure the establishment of a reliable transfer function.

- Ensure that administrators and student counselors at both institutions are fully committed to the concept of transfer. Otherwise, transfer students will lose sight of "the big picture" and will be lost in the transfer shuffle.

MEMPHIS, TENNESSEE

Shelby State Community College (SSCC) & Memphis State University (MSU)

Shelby State Community College (SSCC) and Memphis State University (MSU) sought the improvement of communication about the transfer process; the development of shared expectations for transfer students' learning outcomes; and an increase in the aspirations of a pilot group of students toward completing a baccalaureate degree.

Project Objectives

- To improve communication between Memphis State and Shelby State relative to the transfer process.
- To develop shared expectations for learning outcomes.
- To increase the aspirations of a pilot group of students toward completing a baccalaureate degree.

Improving inter-institutional communication

The improvement of communication about transfer between the institutions involved the creation of new offices at both institutions as well as a Joint Transfer Council. At Memphis State, an Office of Community College Liaison was created; at Shelby State, a Transfer Information Center was created specifically to advise students about transferring to Memphis State. Additionally, the center has a reference set of transfer materials, copies of which were distributed to all academic counselors. The directors of the Office of Community College Liaison and the Transfer Information Center met on a regular basis to analyze current transfer policies and practices. Already, department heads from both institutions have met to discuss program and course content, and course and program articulation agreements have been completed. Further plans have been made to develop a smooth transition for Shelby State students; this will include not only course and program articulation, but also admissions and records articulation and automatic transmission of transcript data.

Members of the Joint Transfer Council include the grant coordinators, two faculty members from each institution, one student from each institution, and the dean of student affairs from each institution. At the council's first meeting, participants discussed perceptions of the transfer process. Meetings are now held on a monthly basis.

Developing shared expectations for learning outcomes

In addition to facilitating inter-institutional communication about transfer, faculty collaboratives are also useful for developing shared expectations for transfer students' learning outcomes. In order to assess the effectiveness of curricula at Shelby State in preparing student for transfer, five faculty from the departments of English and social sciences at both institutions were selected to participate in two faculty collaboratives. The faculty members met in large groups and in pairs and compared course syllabi, course methodologies, student characteristics, and grading standards. Members of the group also visited one anothers' classrooms.

Raising the aspirations of students toward completing a baccalaureate degree

Both Shelby State and Memphis State provided support services and activities to a designated group of students in order to increase student interest in "the transfer process." The number of students seeking information about transfer has increased significantly.

Another facet of the support services that has increased students' confidence in their ability to succeed at a four-year institution has been "the transfer experience" pilot project. Invitations to participate in the transfer experience were extended to a pool of Shelby State students who had accumulated 30 credit hours and had maintained at least a 2.0 grade point average (GPA). Thirty students accepted the invitation and attended support sessions. A "Welcome to Memphis State" day was held at the MSU campus and included participation by financial aid advisors, student activities personnel, and several presidents of student organizations. Many students may be fearful of "getting lost" at a four-year institution. Touring the campus and getting to know some of the individuals on the campus often relieve students of their anxieties, thereby instilling in them the notion that they can rise to the challenge. Twenty of the 30 students in the pilot project have indicated that they now plan to transfer to Memphis State.

IMPACT

With the establishment of the Liaison Office at MSU and the Transfer Center at Shelby State, students at both campuses now have ready access to reliable informa-

tion on the transfer process. In addition, collaboration between the directors of the office and the center has resulted in formal articulation agreements and continuing dialogue on the subject of transfer.

The continued work of the Joint Transfer Council has further strengthened the commitment of both institutions to increase the number of students transferring to a four-year institution. The inclusion of representatives from each group involved in the transfer process, from administrators to faculty to individual students, has helped provide a comprehensive perspective on the transfer process.

Finally, the relationship between the two institutions has changed in two ways. First, there is a broader recognition of the importance of transfer, particularly at the faculty level. Faculty members in disciplines other than English and the social sciences are becoming more sensitive to the need to address concerns about curriculum issues shared by four-year institution faculty. Second, university and college administrators, including department chairs, deans, and vice presidents, have begun to take more initiative with regard to transfer issues—particularly as they are affected by curriculum reform.

Systematic collaboration between the two institutions was facilitated by previously existing professional ties between administrators and faculty. However, the collection of longitudinal data on the subject of transfer, which provides a necessary benchmark, has been hindered by Tennessee's adoption of a new computerized record system. The absence of empirical data on student performance also hampered faculty discussions of ways to improve students' success. How could meaningful discussions on improving student performance take place in the absence of information on existing (and past) performance? Faculty and administrators from both institutions are now working to establish methods for documenting student success.

Project Recommendations

- Ensure that the commitment to strengthening transfer begins with the administration and that the commitment is communicated to all levels.

- Provide opportunities early on for representatives from both institutions to meet at a location away from either campus.

- Provide concrete data on the current success rate of transfer students, and identify problem areas.

NEWARK, NEW JERSEY

Essex County College (ECC) & Rutgers University—Newark (RN)

The General Education Transfer Project (GETP) was established by Essex County College and Rutgers University-Newark to provide a framework for faculty discussions about course content in general education and modes of teaching and learning. These conversations were held to identify and institute changes that would strengthen student transfer and improve the potential for students' academic success.

Project Objectives

- To establish a collaborative relationship between faculty members in the areas of English (including faculty who teach writing and literature), history, mathematics, and natural sciences (the disciplines of biology and physics were selected).

- To strengthen the perceptions of faculty and staff of the importance of the transfer function at Essex and to acquaint Rutgers faculty with the importance of supporting the academic efforts of minority students seeking to transfer.

- To identify barriers to transfer and develop means for overcoming them.

Providing a forum for change

Although the institutions involved in this partnership are located a block apart, prior efforts at joint educational endeavors had not been successful. To respond to this challenge, GETP used a faculty-to-faculty model to establish a working relationship at a level most conducive to change.

Four faculty teams in the core disciplines of English, history, math, and natural science (biology and physics) were established. After an initial plenary session at which the project directors and chief academic/administrative officers explained the project framework and guidelines, the teams met regularly over the course of the year, sometimes as often as weekly.

At these meetings, team members discussed ways in which transfer in their discipline could best be strengthened. They compared courses taught at both

institutions by studying syllabi, exams, readings, and writing assignments. They found that the most significant obstacles to transfer were the English and math proficiency exams required for placement at Rutgers. Because many students were required to repeat a basic English or math course after transferring to Rutgers, faculty members assessed the content of the exams, how they were administered, and how the results were evaluated.

The history and natural science teams discovered that few students chose to major in their disciplines, and that self-selection ensured that only strong students stayed in their classes. Team members therefore changed their approach and decided to determine how more transfer students could be encouraged to declare a major in history or natural science. Reviews of course syllabi, student assignments, and exams showed that course compatibility between the institutions was not a problem.

By the end of the academic year, each team made specific recommendations for change in their discipline's curriculum and/or transfer practices. The English and math teams recommended that changes be made in the procedures for placement tests. The physics team proposed the sharing of relevant computer software between the institutions, and the history team planned joint colloquia as a means of involving additional colleagues.

Impact

In response to recommendations made by the faculty teams, changes were made in the testing procedures for English and math proficiency exams. When the changes proved to have only a negligible effect on student performance, both teams met to discuss curricular changes. The English team designed a new course for students who failed the proficiency test. The existence of this new course should help eliminate the stigma of having to repeat the English composition sequence. The math team recognized the need to reformulate topics taught in the basic algebra course and to give assignments more similar to those given at Rutgers.

Faculty dialogue led to an increased awareness of the common problems faced by two- and four-year institution faculty in teaching an increasingly underprepared student population, a large percentage of whom speak English as their second or third language. This awareness, in addition to the sheer amount of time spent in collaboration with one another, led to an emerging closeness between the faculty. Though many of the ECC faculty had taught as adjuncts at Rutgers, the transfer project provided an opportunity to establish further collegiate relationships. By the end of the academic year, members of the English team

were grading one anothers' students' essays. If the problems of differential teaching loads and faculty salaries can be solved, faculty would like to experiment with exchange teaching.

Previous efforts at articulation and curricular reform had been made by administrators working from catalog copy, but the current project met with success because it involved those most responsible for implementing the curriculum: faculty.

The success of the faculty teams at identifying specific areas for change resulted in an increase in the support offered by institution administrators. Though they had seemed skeptical at the initial meeting (despite their verbal affirmations of the project goals), they expressed genuine appreciation at the year-end project conference. Transfer has become a high priority: the Rutgers Admissions Office is redesigning brochures to include a section about transfer students and problems they may encounter; at ECC, the transfer counselor is being moved to a more visible location and institutional resources have been committed to a project that will emphasize the transfer function.

A year-end conference drew faculty and administrators from both institutions and nearby colleges. A lengthy summary of the conference has been widely distributed and is still available.

Project Recommendations

- Encourage the adoption of common calendars by participating institutions in order to facilitate faculty exchanges and student cross registration.

- Identify ways to enlarge the core project group and involve more faculty.

NEW ORLEANS, LOUISIANA

Delgado Community College (DCC) & University of New Orleans (UNO)

The Delgado Community College/University of New Orleans Partnership Program sought to establish a cooperative program that would increase the number of minority and economically disadvantaged students who transfer to the University of New Orleans. The Partnership also worked to establish data collection mechanisms to document the number and academic success of students transferring from Delgado Community College to the University of New Orleans.

Project Objectives

- To improve the existing joint institutional program of cooperation so that it will significantly increase the number of disadvantaged and minority students who transfer from Delgado Community College to the University of New Orleans and complete a baccalaureate degree.

- To promote faculty departmental cooperation and exchange between Delgado and UNO in order to increase the number of disadvantaged and minority students transferring from Delgado to UNO and earning a baccalaureate degree.

- To document the extent to which the transfer program increases the number of disadvantaged and minority students who transfer from Delgado Community College to the University of New Orleans with the intent of earning a baccalaureate degree.

Promoting transfer

The president of Delgado Community College and the chancellor of the University of New Orleans spearheaded institutional efforts to increase the number of minority and economically disadvantaged students who transfer from DCC to UNO. One of their first activities on behalf of this initiative was their announcement of an inter-institutional meeting of faculty and administrators, which signaled the beginning of a new effort to improve transfer. At the meeting, the chief

academic officers from each institution appointed liaison officers and Transfer-Transition Task Forces.

The liaison officers arranged several inter-institutional meetings for faculty members and academic counselors. The information shared at these meetings was intended to clarify faculty expectations and eventually lead to improvement in the transferability of courses from DCC to UNO. Inter-institutional faculty meetings were held for specific academic departments. English, mathematics, and biology faculty met to discuss current curricula and possible modifications that would better prepare DCC students for transfer. Faculty and counselors in education also met to discuss specific issues that impede student transfer and success.

Inter-institutional meetings for business faculty and counselors took place over the course of a year. Because the majority of transfer students from Delgado pursue business degrees, special attention to analyzing and comparing curricula in that area was essential. Faculty from specific business areas, including accounting, economics, management, marketing, and business law reviewed syllabi, discussed course equivalencies, and modified curricular components to improve course transferability. With the assistance of counselors from the business department, materials were produced that would clarify curriculum continuity and course transferability for students interested in transferring to UNO.

DCC and UNO also agreed to a joint recruiting effort whereby suitable Delgado students would be referred to UNO counselors. These counselors would visit the DCC campus on a weekly basis to meet with students (particularly minority and disadvantaged students) and help them plan academic schedules that would facilitate transfer to a baccalaureate degree program at UNO.

Impact

Inter-institutional faculty collaboration, particularly in the departments of biology, education, and business, led to an increase in the number of transferable courses by a total of 30 credit hours.

A credit transfer guide has also been published and distributed on both the DCC and UNO campuses. Copies of the UNO course catalog are now available on the DCC campus.

A cross-enrollment agreement between Delgado and UNO was put into effect.

UNO established a $1,000 scholarship to be awarded annually to a deserving DCC transfer student.

Delgado established a mechanism for placing UNO teaching assistants in DCC classrooms.

The registrars' offices at both DCC and UNO have instituted computer coding practices that will enable them to collect longitudinal data on the number, characteristics, and academic success of students transferring from DCC to UNO.

Relations between DCC and UNO often were strained in the years prior to 1987. But the commitment the institutions made to improving the number and success of transfer students has helped relieve some of that tension. Work still needs to be done, and steps need to be taken to encourage faculty members in other departments (e.g., computer science) to collaborate and identify areas of the curriculum that require modification.

Project Recommendations

- Engender a sense of trust and strong lines of communication between the presidents and chief academic officers of the participating institutions.
- Establish a forum in which faculty from both institutions can collaborate to improve transfer policies.
- Emphasize outreach, and make sure that counselors are regularly available, particularly to target populations.
- Update and distribute course catalogs, course transfer tables, and revised curriculum sheets.

NEW YORK, NEW YORK

Borough of Manhattan Community College (BMCC) & Hunter College

BMCC and Hunter College focused on curriculum design in science and mathematics to strengthen the elementary education program. The project began with narrowly defined objectives so that initial discussions would be highly focused and would involve only a small working group. The elementary education program was selected for modification because a high percentage of transfer students come from that program. Moreover, articulation had proved to be particularly difficult for students in that program.

Project Objectives

- To remove impediments to the approval of BMCC coursework in mathematics and science to fulfill liberal arts requirements for students transferring into the teacher preparation program in early childhood and elementary education at Hunter College by:

  Developing a one-year, six-credit course in mathematics to serve as a substitute for the current mathematics requirement for students in the Child Care/Early Childhood Education program at BMCC and for the current two-course requirement for teacher education students at Hunter College;

  Exploring with science faculty at BMCC the possibility of implementing a one-year course in the foundations of science now taught at Hunter College; and

  If acceptable to the BMCC science faculty, to substitute the first semester of the above science course for the current science requirement at BMCC, and to allow BMCC transfer students to take the second semester of the course at Hunter College.

- To identify other problematic areas for transfer students in liberal arts programs at BMCC, as well as in the Child Care/Early Childhood Education program.

- To design strategies for a comprehensive approach to the removal of remaining obstacles to the transfer of BMCC students to Hunter College.

Modifying the elementary education program: mathematics

The initial target for improvement within the elementary education program was the mathematics course required of early childhood education (ECE) majors at BMCC. Prior to the changes brought about by the transfer project, the math course taken by ECE majors at BMCC did not correspond to the math course required for the elementary education concentration at Hunter College. Discussion with members of the math faculty at Hunter revealed that they were not satisfied with their own course, so it proved an auspicious time to modify the math curriculum not only at BMCC, but also at Hunter.

Faculty and administrators from the two campuses met several times to ensure that a new two-semester math sequence could be fully developed at both campuses, and to coordinate procedures for adoption of the new courses by appropriate faculty governing bodies. Members of both math faculties continued to meet throughout the summer to develop new curricula.

By the start of the fall semester, the courses were introduced on an experimental basis, and proposals to adopt the courses as components of the education programs and as mathematics distribution requirements were approved by the college senates of both institutions.

Transferring an interdisciplinary science course

Efforts at transferring an interdisciplinary science course from Hunter College to BMCC did not meet with as much success. Hunter's science course was a two-semester sequence involving physics, chemistry, biology, and geology. It had been developed over several years under the sponsorship of the Mellon Foundation and the Fund for the Improvement of Post-Secondary Education (FIPSE). The sequence was intended to be replicated at other colleges, but several requirements made it unacceptable to BMCC faculty members.

There were some gains, however, from the inter-institutional faculty meetings that were held to discuss the possibility of transferring the course to BMCC. BMCC biology courses were not equivalent to those offered at Hunter. Discussions began that should lead to modifications of the biology curricula at BMCC so that students can readily transfer science credits to Hunter College. A brochure is also being planned for distribution to BMCC students that will detail which BMCC science courses are readily transferable to Hunter College.

As a result of this partnership, faculty at BMCC and Hunter are now discussing a comprehensive articulation program for students who wish to major in the sciences. The institutions have concluded an agreement specifically designed for computer science majors and they hope to extend this effort to mathematics and the sciences.

Problem areas in articulation

Administrators and articulation officers from both institutions met several times to review articulation documents and to discuss approaches to removing barriers to student transfer. Several specific humanities courses were identified that may require revised articulation agreements because of the large number of students enrolled in them. Department chairs were asked for their suggestions about changes that would facilitate the articulation process. In most cases, individual department faculty members were also consulted.

Impact

As a result of inter-institutional faculty collaboration, the math courses required of ECE majors at BMCC are now equivalent to those taught at Hunter. Courses in a number of other departments—notably art history, history, and anthropology—are now transferable to Hunter. Discussions about granting equivalent credit at Hunter for an intensive English course offered at BMCC are continuing.

Despite BMCC's lack of success at adopting Hunter's science sequence, faculty, students, and administrators at both institutions have benefitted from inter-institutional collaboration. Courses in a number of departments have been modified, with the result that faculty are more satisfied with them, students learn more and are able to transfer more credits, and administrators benefit from the successful transfer of greater numbers of students.

Project Recommendations

- Involve administrators, articulation officers, and faculty members in efforts to revise the curriculum.

- Replicate successful transfer and curriculum modification processes with other "feeder" institutions.

NEW YORK, NEW YORK

KINGSBOROUGH COMMUNITY COLLEGE (KCC) & CITY COLLEGE OF NEW YORK (CCNY)

The Winter Intensive Study and Transfer (WIST) Project was initiated to increase the numbers of disadvantaged and minority Kingsborough Community College students who transfer to City College of New York. Designed for English-as-a-Second Language (ESL) students enrolled at Kingsborough and planning to transfer to CCNY, the project provided an intensive English-language learning experience to enable the students to accelerate their studies by expanding their reading, writing, listening, and speaking skills. The project also sought to strengthen the institutional relationship between KCC and CCNY by means of faculty exchanges.

Upper-term students who were considered for the program were evaluated on the basis of their grade point averages (GPAs). First-semester students were evaluated on the basis of recommendations by their ESL instructors. Each potential WIST student was then interviewed, and questions were asked about their academic goals and their desire to continue their studies at a four-year institution. Twenty-eight students were selected to participate in the program, and 26 students completed it.

PROJECT OBJECTIVES

- To develop specialized language curriculum and materials in the arts and sciences since language is best taught with content.
- To provide students with necessary support services such as tutoring, advisement, and counseling.
- To develop materials and curriculum employing films, tapes, magazines, and books.
- To strengthen all language skills of the identified students, written and verbal, in order to assure faster and more successful progression to the four-year college.

The WIST Program

The first activity of the project was the development of instructional materials. Over a three-month period, the ESL directors from Kingsborough and City Colleges, in consultation with other faculty members in the liberal arts and sciences, developed the WIST curriculum. This collaboration provided faculty members from both institutions with the opportunity to exchange information on pedagogy and program content. The sharing of this information has helped improve the coordination of the associate degree curriculum with the baccalaureate degree curriculum.

The WIST curriculum stressed an integrated-skills approach, and provided enough flexibility that instructors could vary activities according to the skills and needs of the students. The curriculum was designed primarily to strengthen all dimensions of students' English language skills so they could progress more quickly and skillfully to CCNY. The program provided class from 9:30 a.m. until 5:00 p.m. every weekday for four weeks; counselors, instructors, and tutors at every lunch; and homework in the evening, thereby thoroughly immersing WIST students in the English language.

In addition to activities in class, which included reading poems, newspaper articles, and textbooks; role-playing exercises; prepared debates; and extensive writing assignments, students spent time discovering the City College campus. One full day was spent touring the campus and visiting selected instructional facilities. City College faculty members presented special lectures on a variety of topics.

WIST project directors published and distributed a newsletter, which included photographs of the participants as well as selections from the participants' journals. This helped build a sense of community among the WIST participants and served as an important vehicle for communicating the progress of individuals involved in the program.

Impact

Test score comparisons for the participants in the WIST program indicated that the program was successful at enhancing ESL students' English skills. Of the 25 students who completed the program, four no longer needed any English skills remediation and were eligible to enroll in college-level English courses; the majority (20 students, or 76 percent of the class) advanced at least one level in either reading or writing. Only one student did not progress to a more advanced level.

The program's effectiveness was also measured by the WIST instructors' evaluations of students' portfolios, which contained four writing samples: a description or an autobiography; an explanatory essay; a reaction to a lecture, film, or text; and an analysis of an academic text.

The number of students transferring from Kingsborough to City College has increased slightly, but because no WIST students have yet completed their associate degree study, no transfer data are available on the transfer rate of WIST students to City College.

WIST was an experiment in pairing the resources of two CUNY institutions. The experiment resulted in the collaboration of ESL directors from both institutions. It provided City College ESL faculty and tutors with the experience of teaching at Kingsborough and Kingsborough faculty and tutors with the experience of teaching at City College. It also presented academic officers and administrators at both institutions with the opportunity to work together on ESL pedagogy and facilitation of the transfer process. Overall, collaboration at both of these levels has resulted in a closer relationship between City College and Kingsborough Community College.

Project Recommendations

- Enlist the support and ensure the cooperation of top administrators at both participating institutions.

- Identify specific areas of mutual interest and potential benefit (e.g., ESL students) at participating institutions.

- Ensure the continued interaction, cooperation, and involvement of key administrators and faculty members.

ST. LOUIS, MISSOURI

St. Louis Community College at Forest Park (SLCC-FP) & University of Missouri–St. Louis (UM-St. Louis)

St. Louis Community College at Forest Park and the University of Missouri at St. Louis sought to establish a Liberal Arts Transfer Program to remove barriers that frequently prevent minority and economically disadvantaged students from transferring to and graduating from a four-year institution. The grant would enable the partnership to design and put in place Academic Transfer Centers on each campus that would link faculty efforts in teaching techniques, curriculum review and revision, and student support services. These centers and their activities would enable faculty-to-faculty interaction, faculty-to-student interaction, and student-to-student interaction between the participating institutions.

Project Objectives

- To develop an Academic Transfer Center on each campus by:

  identifying a campus coordinator and a team of instructional faculty, who will build and implement the Liberal Arts Transfer Program;

  recruiting and coordinating the exchange of faculty and students; and

  developing a comprehensive instructional and emotional support system necessary to promote academic achievement and persistence in the community college and transfer to UM-St. Louis for students-at-risk.

- To identify 100 students who have the potential for transfer in the liberal arts.

- To facilitate team teaching and peer-to-peer meetings among students who have established an interest in transfer.

- To transfer at least 60 percent of identified students to UM-St. Louis each year.

- UM-St. Louis will identify students who transfer from Forest Park, especially minority students; direct them toward special services; and recruit and advise students and faculty who will take part in the exchanges.

Establishing Academic Transfer Centers

Before establishing the Academic Transfer Centers, campus coordinators and teams of instructional faculty were identified to participate in the project. These individuals were charged with the responsibility of designing and implementing the transfer program. Transfer centers were then developed to house student files and transfer project resource materials. At SLCC-FP, the center was located in the humanities division office complex, while at UM-St. Louis, the center was located in the student advising office complex. The instructional faculty teams operated the centers.

Setting up the pilot program

Forest Park identified 100 students who were interested in and demonstrated the potential for transferring to a four-year program in the liberal arts. Thirty-two students, each of whom had earned at least 25 credits, had a grade point average (GPA) of at least 2.5, and had a desire to pursue a four-year degree in the liberal arts, were selected to participate. Of the 32 participants, 22 were minority and 24 were considered economically disadvantaged.

Project directors determined that peer-to-peer meetings would encourage potential transfer students to take the steps necessary for transfer and completion of a baccalaureate degree. One peer-to-peer meeting was held on the UM-St. Louis campus; six project participants from Forest Park spent an afternoon with students who had recently transferred to UM-St. Louis.

During the project period, faculty and project coordinators from both institutions held bi-monthly meetings at which they planned transfer center activities. Activities included academic advising and course scheduling at both campuses, study skills workshops, financial aid and admission orientation sessions, peer group meetings, tours of the UM-St. Louis campus, and publication and distribution of a brochure that was designed to recruit and retain student participants.

Two pairs of transfer-project faculty in the departments of English and social sciences (one pair from each institution) exchanged classes for a semester. The faculty exchange also led to the sharing of course content, teaching methods, and grading responsibilities.

IMPACT

Undertaking the activities to remove barriers to transfer led to an increase in the visibility and appeal of the transfer option, which had become a neglected component of the community college mission. Inter-institutional faculty collaboration

helped re-establish a spirit of respect and cooperation and it also led to the realization that community college and university faculty are more alike than different.

Student participants reaped the benefits of improved academic preparedness for classes at the baccalaureate institution, easy access to and progress through the university's admission and financial aid processes, and a thorough introduction to the university's social and cultural environments. Students' transitions to the university were also eased by the evaluation of their transcripts by UM-St. Louis advisors, who were able to give the students specific information that would prove useful as they completed their courses of study at Forest Park and prepared to transfer to UM-St. Louis.

Five of the students who participated in the pilot project transferred to UM-St. Louis at the end of the first year of the project. These students were directed to special support services at the UM campus that were offered through the College of Arts and Sciences First-Year Program.

The Liberal Arts Transfer Project received both recognition and support from top administrators at both institutions. Forest Park's dean of instruction served as one of the project directors, and one of the authors of the pilot project proposal is now the acting president at Forest Park. The project director on the UM-St. Louis campus is now chancellor of the institution.

The transfer project has reaffirmed a commitment to transfer among faculty and administrators at both participating institutions. Promoting and encouraging the transfer option among Forest Park students and easing the transition process to the University of Missouri have been re-established as priorities.

Finally, relationships among key faculty and administrators at Forest Park and UM-St. Louis have been strengthened. These relationships will provide for continuing dialogue on the subject of easing the transfer process, particularly for minority and economically disadvantaged students.

Project Recommendations

- Ensure support from top administrators as well as from financial and human resources staff.

- Establish mechanisms for inter-institutional faculty collaboration.

- Cultivate a student-centered spirit of trust, cooperation, and respect among project participants.

SAN ANTONIO, TEXAS

San Antonio College (SAC) & The University of Texas at San Antonio (UTSA)

The University of Texas at San Antonio and San Antonio College have collaborated on the development of the core courses of a new Interdisciplinary Studies Degree (IDS) designed primarily for prospective elementary school teachers. The project was intended to establish a mechanism for consultation between the institutions and to facilitate the transfer of minority students, beginning with those interested in becoming teachers, from SAC to UTSA.

Project Objectives

- To establish a core of interdisciplinary courses central to the IDS degree program that can be taken either at SAC or at UTSA.

- To establish a permanent process of faculty consultation between SAC and UTSA with respect to IDS that can be employed for the further development of the degree program and as a foundation for wider interaction.

- To establish an effective, well-understood and flexible process of bringing students (especially minority students) from SAC into the elementary teacher education program at UTSA.

The Interdisciplinary Studies Degree

The focus of the UTSA/SAC Partnership Grant was a new undergraduate degree program in Interdisciplinary Studies (IDS), which would replace the earlier major offered in elementary education. Among other things, the IDS degree was structured to attract and improve the educational qualifications of potential teachers from disadvantaged minority backgrounds and to increase the quality of teaching in the unique sociocultural environment of South Texas.

Because so many potential entrants into the IDS program will begin their postsecondary education at SAC, and because it is critical that courses transferred into IDS meet the objectives laid out for them, it was decided that UTSA and SAC should coordinate the planning and curriculum development of the interdisciplinary core courses so that the two institutions can, insofar as possible, offer equivalent courses.

In May 1990, an intensive, five-day planning seminar was held during which 35 faculty members from SAC and UTSA discussed how the IDS core courses should be taught and which courses should be offered at both institutions. Faculty from both institutions formed teams to develop courses for the IDS degree. Faculty met as groups in the morning in order to discuss theoretical issues related to developing and teaching core courses, and in the afternoons, they worked in inter-institutional teams to develop courses in world civilization, world literature, and the social sciences; a science and humanities course; and a "modes of inquiry across the fields of study" course. Three courses were to be for sophomores, so it was decided that they would be offered at both institutions. And even though the science and humanities course and the modes of inquiry course were designed for upper-level students, SAC faculty participated in their development.

The second objective was to conduct a series of meetings to continue the collaborative efforts initiated at the May seminar. Faculty teams reconvened to map out continued collaboration through the academic year. The team that was most effective met on a monthly basis to discuss problems encountered by the individuals teaching the course they had designed. Specific plans were also made to include comparable IDS course numbers, titles, and descriptions in the San Antonio College Catalog.

Another priority was to familiarize the advising staff at both institutions with the existence and progress of the curriculum development effort and to identify and address transfer problems. A few months after the week-long seminar, a seminar was held on the SAC campus at which participants from both institutions shared information about the project with admission counselors and staff members. Discussion focused on the need for a student support system, especially at UTSA, to identify students interested in majoring in IDS or related fields.

An additional curriculum seminar was held at the end of the first semester in which the IDS courses were offered. Faculty from both institutions participated in the afternoon seminar, as did students who had just completed some of the courses.

Finally, project administrators held a culminating curriculum development seminar one year after the initial week-long seminar. Individuals who were consulted during the planning stages of the project were asked to return and present evaluations of progress to date. Participants were also asked to evaluate the project by responding to questions in writing.

Impact

As the result of inter-institutional teamwork, core courses for the Interdisciplinary Studies degree were designed and taught at both SAC and UTSA. An evaluation

seminar that was held after the first semester indicated that while most of the courses were successful, one in particular, "The Individual, Family, and Community," had been disastrous. It was not easy or pleasant to deal with that failure, but the course curriculum was revised, and the course was offered again in the summer. It met with much more success the second time around.

Extensive reliance on inter-institutional faculty teams quickly led to mutual respect and suggestions that faculty be shared across campuses. Such sharing has begun, and plans are to formalize this process in the near future. Moreover, faculty members agreed that the interaction stimulated them both intellectually and pedagogically.

Project participants encountered failure along the way but were reminded at their last seminar that projects as ambitious as this cannot be achieved in a single year. The ability to confront and learn from failures should serve participants well as they continue their efforts to improve the transfer process between San Antonio College and the University of Texas at San Antonio.

Project Recommendations

- Encourage inter-institutional faculty teams to meet on a regular and frequent basis.

- Make sure that other members of the campus community, including administrators and counseling staff, are kept abreast of developments in the transfer or curriculum development process.

- Cultivate an attitude of perseverance and realize that effective programs are developed over time.

- Confront and learn from mistakes that are made in the process of improving transfer.

SAN DIEGO, CALIFORNIA

Southwestern College (SWC) & San Diego State University (SDSU)

Within the context of the main goal of improving transfer effectiveness in the liberal arts for minority students at SWC and SDSU, the Southwestern College/ San Diego State University Partnership Grant Project reviewed and assessed academic practices in four disciplines: history, philosophy, English literature, and Spanish. The project sought to modify and implement selected academic practices at both institutions to increase transfer rates among targeted students.

Project Objective

- To improve transfer effectiveness in the liberal arts for underrepresented students at SWC and SDSU by:

  reviewing and assessing academic practices in four disciplines—history, philosophy, English/literature, and foreign language (Spanish)—that may act as a barrier for targeted students' academic success and transfer; and

  modifying and implementing selected academic practices at both institutions to increase the transfer rates of targeted students and provide a model for ongoing efforts by both institutions.

Redesigning curricula

Six faculty members from each institution were selected to participate in the project and to confer on issues related to academic practices and transfer processes between the two institutions. An inter-institutional orientation meeting was held for participating faculty and administrators in order to define and focus on specific transfer problems to be addressed during the grant period and to confirm the grant objectives, timelines, and expected outcomes.

Three day-long workshops were held to address the issues that had been identified at the orientation meeting. Topics covered during the sessions included a review of the existing research data on transfer rates of different student populations between the two institutions; a review of recent enrollment patterns in the four disciplines singled out by this project; an examination of articulation agreements in each of the disciplines; and an assessment of the actual transfer problems

and concerns encountered and identified by SWC students upon transferring to SDSU. To facilitate the identification of these concerns, five SWC graduates attended one of the workshops and provided a first-hand description of their experiences and recommendations for change in both the transfer process and in the instructional approaches used by faculty at the two institutions. One seminar was presented by a team from the El Paso Partnership Grant Project; team members reviewed the strengths and weaknesses they encountered in their efforts to improve the transfer process. Finally, a fourth workshop was devoted to project evaluation. At this session, participants identified concrete steps that would be taken to continue the activities and liaisons that had been initiated.

Impact

The project objective met with varying degrees of success. Inter-institutional faculty meetings were held as planned, and the information and ideas provided by participants were helpful. However, participants were not able to fully implement the suggested curricular changes because of insufficient institutional funding. Participating faculty and administrators nevertheless anticipate continuing with their efforts to improve transfer effectiveness within existing budget limits; it is hoped that additional external resources will be obtained so that further changes in the curriculum—changes that will ease the transfer process—can be implemented. A joint committee will be formed for the exclusive purpose of identifying potential funding sources.

Most project participants believe that the grant was successful insofar as it increased institutional awareness of the priority of transfer. Also, some of the obstacles that prevent students from transferring were removed; some classroom practices were modified to encourage more student participation, and other teaching practices were introduced that should enhance students' success and their likelihood for transferring and attaining success at a baccalaureate institution.

Finally, cross-faculty dialogue was viewed by many of the participants as the most successful component of the project. Frequent and prolonged collaboration led to a sense of trust and mutual respect among participating faculty, and these feelings enabled them to openly share effective classroom techniques and to offer honest critiques of existing pedagogies and curricula. The relationships that were formed during the course of the grant period are likely to continue, with the effect that further efforts to institute pedagogical and curricular change at both Southwestern and SDSU should proceed with ease. A panel of project curriculum team members will present papers on their collaborative experiences at a staff development program to be held this spring at SWC.

Some faculty members who were involved in the project noted that "they never did understand what the grant was about," and that it therefore "proved difficult to attack relevant goals." The fact that some participants felt they were floundering sent a strong signal that project administrators must be explicit in sharing project goals. It may have been helpful to provide specific examples of the types of change (and the reasons for change) being sought.

One of the problem areas encountered was uneven administrative support from SWC and SDSU. While the administration at SWC was eager to institute changes that would facilitate the transfer and success of students in the liberal arts, the administration at SDSU appeared much more hesitant. This lopsided support may be a consequence of the types of institutions that were involved: as a two-year institution at which 60 percent of attendees are first-generation college students, Southwestern's institutional climate is characterized by high aspirations for its students and a sense that part of the institution's mission is to encourage students to transfer to a four-year institution. In contrast to Southwestern's institutional climate, San Diego State's size and comprehensiveness result in an institutional environment that involves hundreds of competing priorities, of which transfer is only one (and not necessarily a very important one).

SWC is taking steps to cooperate with several other area community colleges and SDSU in the formation of a computerized student database that would make it possible to track transfer students on an individual basis. Bureaucratic and technical hindrances are anticipated, but it is hoped that the information that such a database would provide and the value of such information for determining effective transfer practices will be sufficient incentive that the database's creation will not be delayed.

Project Recommendations

- Obtain the support of top-level administrators, including the presidents and vice presidents of academic affairs at both institutions.
- Solicit direct faculty involvement in curriculum modification and other efforts to improve transfer effectiveness.
- Involve students in the process of identifying barriers to transfer.
- Institutionalize the high priority of improving transfer rates through review and revision of curricula and transfer processes.

SAN FRANCISCO/OAKLAND, CALIFORNIA

Merritt College & Laney College, Holy Names College & San Francisco State University

The City of Oakland's community colleges, Laney College and Merritt College, joined with two four-year institutions, Holy Names College and San Francisco State University, to form the Bay Area Partnership Transfer/Education Consortium for Underrepresented Minorities (BAPTECUM). This project was designed to support the academic achievement and increase the transfer rates of minorities from the community colleges to the four-year institutions, where they would earn baccalaureate degrees in science and/or math. The consortium's goal involved specific strategies, including joint institutional planning, joint faculty development, and joint implementation. These strategies would be used as faculty representatives from all four institutions collaboratively designed, developed, and then team taught a three-unit course entitled "Scientific Inquiry."

Project Objectives

- To improve substantially the transfer rate from Laney College and Merritt College to four-year institutions.

- To strengthen a formal collaboration between community colleges and four-year colleges and universities in developing and offering a baccalaureate level course designed with underrepresented minority students in mind; this course, team taught by faculty from the two- and four-year institutions, will be offered at the community college level, and will be transferable to four-year institutions.

- To directly involve classroom faculty from all colleges in curriculum development aimed at facilitating academic achievement of the target group (disadvantaged and underrepresented minority students).

- To develop a program patterned after the successful model at Laney College of facilitator-led study groups for use at all campuses for science-based and humanities-based disciplines, and to implement the model on all campuses.

- To increase underrepresented minority representation in science-based and math-based disciplines at all four institutions.

- To provide the structure necessary to ensure that through facilitated study groups, the transfer students gain the proficiencies necessary for success in upper-division coursework and graduate.

- To foster inter-institutional faculty cooperation and faculty development.

- To strengthen collaborative efforts already in place among Merritt College, Laney College, Holy Names College, and San Francisco State University.

Developing a science course

The first steps toward developing a curriculum for the course "Scientific Inquiry" involved setting up workshops. Eight faculty members from the four participating institutions met in a preliminary planning session, which was followed by several weekend workshops held over the next few months.

The science course was intended to focus on the integration of science concepts and themes and to demonstrate related mathematical principles. Project participants were provided with a list of possible themes for inclusion in the course outline, which they were to develop at the fall workshops. A list of mathematical concepts to be covered in the science course was also provided.

The course developed at the fall workshops was offered at the Merritt and Laney college campuses the following semester. Students were recruited to take the course on the basis of potential academic success in science and math. Minority students were personally invited by faculty members to enroll in the course, and personal contacts were followed by a letter that provided students with further details about the course.

Faculty from all four institutions collaborated on the design of the course curriculum, but the colleges were paired according to geographic location for the team-teaching component. (Merritt and Holy Names colleges were paired, as were Laney and San Francisco State.) Innovative classroom techniques were incorporated into the curriculum, including cooperative learning strategies, video-aided instruction, ungraded writing exercises, and extensive discussions designed to encourage student participation.

Impact

The initial offering of the Scientific Inquiry course met with both success and failure. The linkages established among faculty members at the four participating

institutions were not easily initiated, but they contributed to the discovery on the part of the four-year faculty that community college students have many needs that are distinct from those of four-year students. Two-year faculty also learned first-hand the expectations four-year faculty have of their students.

The students who participated in the pilot science course suggested that the course encouraged them to consider science as a major. A follow-up study of students who were successful in the course needs to be conducted in order to determine whether the course had the desired effect of increasing the number of minority and economically disadvantaged students who declare science as their major area of study upon transfer to a four-year institution. It also is not yet clear whether the Scientific Inquiry course has had an independent effect on the number of students who choose to transfer.

With regard to institutional attitudes toward transfer, it is significant that prior to the initiation of the transfer project, Holy Names College had not aggressively recruited transfer students. However, Holy Names College Admissions has now committed the office to participating more actively in the recruitment of transfer—and potential transfer—students. Holy Names College's Division of Mathematics and Science has determined that active recruitment of transfer students may be necessary if upper-division science and math classes are to be filled.

San Francisco State University already had an office devoted to recruiting transfer students, but participation in the Bay Area project has contributed to faculty awareness of the significant role transfer students now play.

Laney and Merritt colleges had Transfer Opportunity Centers in place at their campuses, but involvement in the Bay Area project helped renew faculty awareness of the need to encourage community college students to transfer to a four-year institution. In addition, through collaboration with faculty members from Holy Names College, faculty at Laney and Merritt were reminded that small, private liberal arts colleges are viable transfer destinations for many community college students.

Project Recommendations

- Emphasize faculty participation, and encourage faculty members to collaborate on the design and implementation of new courses.

- Gain the support and encouragement of both top and mid-level administrators.

APPENDICES

Appendix A

Partnership Grant Phase I Guidelines

Appendix B

Summary of Recommendations of the Transfer Education Commission

Appendix C

Partnership Grant Phase I Project Directors

Appendix D

Grants Review Panel

APPENDIX A

The Partnership Grants were developed as a result of guidelines issued by the National Center for Academic Achievement and Transfer in December 1989. Here are key elements of those guidelines used by prospective grantees.

Partnership Grant Phase I Guidelines

Partnership Grants: The Intent

Grants of $25,000 are available to successful two-year/four-year partnerships for a 15-month period to strengthen the transfer relationship between the partnership institutions through creative work within the liberal arts such as revitalized relationships between two-year and four-year faculty, more effective management of the two-year/four-year relationship by academic administrators, shared pedagogy and curriculum design, two-year/four-year departmental agreements, course development, and general education arrangements. Changes in academic management, academic program structure, teaching and learning, and curriculum reform that may increase the number of transfer students and enhance the quality of transfer performance are the purposes for which grant funds may be made available.

Partnership Grants: Expected Results

The grant period should be devoted to initiating changes in academic practices that will improve transfer. These changes should be developed with the intent of institutionalizing such practices beyond the grant period. At the conclusion of the grant period, grantees will be expected to provide evidence of modifications in academic practices intended to increase the numbers of disadvantaged and minority students who transfer. The grant proposal should describe the means whereby the results of the grant period can be beneficially incorporated into ongoing academic activities and the means whereby the changes in academic practices are to be evaluated for their effectiveness in improving transfer.

Prospective Grantees

Grant application to the Partnership Program will be by invitation only and both two-year and four-year institutions will be asked to submit grant proposals. Both two-year and four-year institutions are also required to have a formal commit-

ment from a partnership institution and agree to provide longitudinal data concerning transfer to the National Transfer Center.* Public, comprehensive community colleges located in or about one of the 50 largest United States cities and sustaining a black or Hispanic headcount enrollment of at least 20 percent in degree credit programs will be invited to submit proposals. Public or private four-year comprehensive institutions located in one of the 50 largest United States cities and sustaining graduating classes which, as of 1987-88, are made up of at least ten percent community college transfer students (headcount), will be invited to submit proposals. A small number of Partnership Grants will be made available on a discretionary basis to ensure geographic balance and to encourage existing program initiatives at either two-year or four-year schools which are unusually promising.

Eligible <u>two-year</u> applicants MUST:

- be comprehensive, public community colleges;
- have a formal commitment from a four-year college or university;
- sustain black or Hispanic enrollments that constitute at least 20 percent of degree credit headcount enrollments as of Fall 1986;
- agree to provide longitudinal data concerning transfer to the National Transfer Center;
- be located in or about one of the 50 largest United States cities.

Eligible <u>four-year</u> applicants MUST:

- be comprehensive public or private institutions;
- have established a formal partnership relationship with at least one community college;
- be made up of at least 10 percent community college transfer students;
- agree to provide longitudinal data concerning transfer to the National Transfer Center;
- be located in one of the 50 largest United States cities.

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* Before the end of the grant period, colleges shall provide longitudinal data covering the number of community college marticulants who subsequently took one or more classes at the partnership institution. Data shall be disaggregated according to the student's ethnicity and the number of college credit units that the student obtained at the community college.

APPENDIX B

The National Center for Academic Achievement and Transfer established a Transfer Education Commission in 1990. This Commission was charged with developing a national policy statement on transfer education. The Commission made nine major recommendations to improve transfer.

Summary of Recommendations of the Transfer Education Commission

A Nine-Point National Agenda for Action

We Call Upon Two- and Four-Year Colleges To:

1. **Establish A Firm Institutional Commitment to Transfer.** Two- and four-year institutions should explicitly declare that transfer is an important institutional priority and that institutional investment in expanding academic achievement and transfer is essential. Presidents should issue direct, forceful written statements about the importance of transfer, about transfer as a central organizational value and priority, and about the institutional commitment to transfer goals.

2. **Enrich The Connection Between Teaching and Transfer.** Two- and four-year institutions should establish the primacy of faculty work with students and move to strengthen the relationship between teaching and transfer. Such an approach includes expanding the role and responsibility of classroom faculty in assisting students in decision making about transfer and in establishing clear transfer goals. Schools also should encourage the development of shared two-year/four-year expectations about curricula and academic performance.

3. **Revitalize Academic Relationships Between Institutions.** Academic administrators and faculty at two- and four-year colleges should reinvest in the academic relationship between faculty and across academic departments. Particular attention should be paid to program coherence across institutions. Common expectations, academic achievement, the benefits of structured transfer programs, and needed transfer skills should be emphasized, and unique efforts by two- and four-year campuses—with their varying curricular contri-

butions—should be respected and valued. Stressing these elements would lay the foundation for a new conversation between institutions.

4. **Manage Transfer More Effectively.** Two- and four-year campuses should focus significant attention on organizing their institutional operations to strengthen transfer; assigning responsibility and accountability for transfer activity to specific faculty, counselors, and administrators; and making available to students meaningful, comprehensive information about transfer.

5. **Identify And Realize Goals.** Two- and four-year institutions should make a major commitment to transfer effectiveness by establishing formal, written transfer goals and by creating an institutional information system that will generate the data necessary to assess the progress toward those goals, according to readily understandable definitions.

We Call Upon Institutional Governing Boards, Regional Accreditation Bodies, States, And The Nation To:

6. **Inform Students Fully.** Governing boards and accreditation agencies should require two- and four-year colleges alike to disclose public agreements on requirements for transfer and to accept courses at full faith and credit. Students themselves have a responsibility to select the curricular path that properly fits their aspirations. But that path must be made fully and clearly known to them, and it must be accessible.

7. **Issue A Clear Public Call For Improved Transfer.** Governing boards, states, and the federal government should proclaim clearly and firmly their ambitious and demanding expectations of student progress through transfer. Broad statements of public policy commitment to transfer are needed to support and encourage institutional efforts to increase the importance and effectiveness of transfer.

8. **Acknowledge The Importance Of Financial Support.** The lack of financial assistance must not be a barrier to transfer. Policymakers and officials should designate institutional and public funds to aid students who pursue transfer goals, whether by reallocating existing resources or by providing new funding. This financial support should be made widely available. Transfer students need to enjoy at least the same levels of assistance that are available to those who begin their college careers at four-year institutions.

9. **Establish Firm Expectations Of Transfer Success.** Accreditation agencies and governing boards must hold institutions accountable for transfer success—for making transfer happen. They should develop accreditation expectations and institutional policies that prompt institutions to: 1) assign high priority to effective transfer; 2) establish transfer goals; 3) maintain a clear policy commitment to the acceptance of transfer credits; 4) ensure the quality of the transfer experience; and 5) expand the efforts to build academic relationships between faculty and departments at two- and four-year schools.

Suggested Activities to Implement the Nine-Point Agenda

How institutions adopt and implement the National Agenda for Academic Achievement and Transfer will vary from campus to campus and institution to institution. The following activities are intended to be a guide for two- and four-year colleges and universities as they consider and fashion their own responses to the nine-point agenda.

1. Establish A Firm Institutional Commitment To Transfer

- Conduct institutional transfer audit to determine campus support for and responsiveness to transfer initiatives;
- Develop presidential plan for transfer enhancement;
- Establish transfer as key strategic planning priority;
- Adopt transfer as key goal for all major administrative units.

2. Enrich The Connection Between Teaching And Transfer

- Establish a task force on teaching and transfer;
- Launch faculty development programs on teaching and transfer;
- Develop faculty mentor program for transfer students.

3. Revitalize Academic Relationships Between Institutions

- Establish two-year/four-year curriculum development task forces;
- Expand existing departmental and program agreements between institutions;

- Initiate standards review program whereby two- and four-year faculty develop common expectations of academic performance;
- Formally identify faculty and administrative leaders who are key to transfer efforts.

4. Manage Transfer More Effectively

- Develop transfer management plans at two- and four-year levels;
- Initiate inter-institutional transfer management programs to coordinate transfer management plans at each institution;
- Establish management review practices to monitor transfer management plans.

5. Identify And Realize Transfer Goals

- Set institutional transfer goals based on campus commitment to transfer in the context of community and student need;
- Revise, where appropriate, institutional data collection and analysis practices to evaluate institutional performance in relation to transfer goals;
- Develop annual transfer information report.

6. Inform Students Fully

- Review and upgrade existing transfer information available to students, including admission requirements, degree requirements, course equivalencies, and graduation requirements;
- Explore student use of electronic transfer information systems and data exchanges, including transcripts and admission, course, program, and degree requirements;
- Maintain multi-year transfer arrangements regarding courses and programs.

7. Issue A Clear Public Call For Improved Transfer

- Craft statements of institutional transfer expectations for governing boards;

- Develop state programs of transfer expectations;
- Issue national statements of transfer expectations endorsed by nationally based higher education associations, organizations, and other interested parties;
- Add transfer expectations to regional accreditation self-study and review.

8. Acknowledge The Importance of Financial Support

- Assess availability of institutional and federal student aid that supports transfer for institutions and students;
- Develop institutional and state financial incentive plans to enhance transfer;
- Review and revise student aid programs to increase financial support for transfer.

9. Establish Firm Expectations Of Transfer Success

- Develop and monitor profiles of institutional transfer effectiveness plans by regional accreditation bodies;
- Issue major public statements about the importance of transfer to institutional effectiveness.

APPENDIX C

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APPENDIX D

Grants Review Panel

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